MIDDLE SCHOOL STUDENTS’ AND TEACHERS’ PERCEPTIONS OF
INTEGRATING SOCIAL AND EMOTIONAL LEARNING INTO CURRICULUM

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by
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This dissertation follows the format and style of the Publication Manual of the American Psychological Association, Sixth Edition except where superseded by directions from the Director of the Doctor of Education in Executive Educational Leadership Program at Houston Baptist University.
Abstract

Scrutchin, Dorothy F., *Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning Into Curriculum*, Doctor of Education (Executive Educational Leadership), May, 2019, Houston Baptist University, Houston, Texas.

The purpose of this phenomenological study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. Researchers recognized the importance of delivering social and emotional learning skills in the classroom as the foundation for the formation of creating students who are caring individuals who will become respectful community members who believe in democratic principles.

A social and emotional learning program was integrated into middle school curriculum using best practices of program implementation. Middle school students and teachers were participants selected from the study’s pool. The research design was framed around the social and emotional learning program being integrated into the classroom daily routine. The four primary research questions were used to collect data by interviewing and surveying participants in order to deduce themes that are developed through participants’ perceptions within the data analysis. Establishing trust, creating strong comfort levels, and understanding different points of view emerged as themes when analyzing data from the interviews and surveys. Determining the importance of focusing on implementation, using the five core competencies of social and emotional learning emerged as foundation to the program’s success.

By conducting research focused on students’ and teachers’ perceptions of social and emotional learning, the ability to create a climate of positivity and comfort made the research site include social and emotional learning as a key component of skills curriculum. Students and teachers found value in recognizing behaviors that led to acceptable consequences and desirable rewards.

KEY WORDS: Lifelong learning, Social and emotional learning, Social and Emotional Learning Core Competencies, School climate, Character education
Dedication

To my heart and soul, Michael. I love you with every ounce of my being. I praise God for allowing one evening conversation to turn into a marriage filled with laughter, triumph, and blessings. I am your rib.

To my children, Dezirae and Amiri. You are the reason I strive to lead a life worthy of God’s grace and kindness. May you have lives that show others God’s unfailing love and may you give your time, talents, and treasure with a servant’s heart.

My oma, abuelita, granny Alma Fasselman Fay. Your sacrifice created a protected path that nurtured me into a woman who fiercely loves the Lord and who understands that “just because you wouldn’t do it, doesn’t mean others won’t,” so I use light to guide my level of influence and seek limitless opportunities for self-improvement.

And whatsoever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through him. ---Colossians 3:17
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To God be the glory. 1 Corinthians 15:57 reads, “But thanks be to God, which giveth us the victory through our Lord Jesus Christ.” Amen.
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CHAPTER I

A shift in thinking has broadened the definition of school climate to include relationships while teaching and learning within academic organizations (Cohen, 2009). Merrell and Gueldner (2010) believed students benefit from social and emotional learning when it is included in schools, because social and emotional learning helps with mental health and academic success.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) 2015, defined social and emotional learning (SEL) as, “The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (p. 1). As people begin to construct meaningful relationships, they must learn to competently communicate, share information, and create coherent bonds (Lindsey, Roberts, & Campbell-Jones, 2013). Streight (2013) believed when schools focus on effective, well-implemented character development programs, they are providing skills that are essential to healthy human growth and success.

Background of the Study

According to Jensen (2005), the majority of students’ lives are spent at school experiencing complex social situations. Jensen further mentioned students’ brains are highly influenced by social environments thus must not be ignored. According to Payton, et al. (2008), SEL programs create positive changes for students’ self-perceptions, behavior, and academic performance. It is vital for schools to integrate social and emotional learning into curriculum and recognize the impact social environments have on
shaping adolescent minds (Jensen, 2005). When schools successfully adopt social and emotional learning programs, middle school students’ perceptions begin to change, because social and emotional learning programs enhance skills that directly correlate to student achievement, both academically and socially (Haggerty, Elgin, & Woolley, 2011). As students continue their paths to education fulfillment, they must learn to become intrinsically motivated to influence their lifelong learning; schools must provide autonomy to support their self-determination in order to provide beneficial academic and social and emotional learning (Streight, 2013).

**Statement of the Problem**

As students become more socially and emotionally aware, their negative perception of school changes which establishes a positive connection between students, teachers, and school climate that suggests students’ brains are shaped by school social environments (Jensen, 2005). When students are more emotionally involved in learning, they become more connected to teachers and this positively enhances the school climate (Payton, et al. 2008). As school climate begins to improve, teachers become more committed to the school organization. According to Burger (2016), teachers should help students ignite their curiosity and confidence by using the curriculum as a resource. Burger continued by insisting supporting artificial learning that only seeks to have students memorize material and regurgitate facts for tests should no longer assess teaching. Schools who ignore social and emotional learning and only focus on pedagogy and well-designed lesson plans will diminish students’ academic abilities, because all students need to feel competent and supported in the classroom and without social and emotional learning, teachers are simply teaching academic content (Streight, 2013).
Collie, Shapka, and Perry (2011) discovered when schools supported social and emotional learning programs, teachers were more devoted to the school. Streight (2013) found that schools who want students to be lifelong learners, who are engaged citizens and ethical leaders, should begin influencing students in the classroom by having teachers teach students social and emotional learning skills that mold students to become intrinsically motivated, because true motivation comes from oneself rather than someone else. Collie, et al. (2011) also found that better student relations directly related to teachers’ general professional commitment, organizational commitment, and future professional commitment.

The 115th Congress United States House of Representatives Bill 2544 (2017) focused on the general health and wellness of teachers and proposed one way to increase teacher retention was to include SEL programs, because social and emotional learning helped teachers improve classroom engagement for students. Collie, et al. (2011) noted the positive impact social and emotional learning has on teachers’ perceptions of teaching; hence, their commitment to educating students on campuses, where social and emotional learning is supported, is positively increased. Burger (2016) believed when students become more joyful learners they have enough confidence in themselves to create, discover, contribute, and question, all of which are vital to the advancement of society.

**Statement of the Purpose and Significance**

The purpose of this phenomenological study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. In order for schools to optimize the promotion of competence, schools cannot
ignore social and emotional intelligence, because many high school graduates are not prepared for the next phase in their lives (Elias, Zins, Graczyk, & Weissberg, 2003). Students are faced with numerous societal and personal issues that can lead to negative outcomes without proper instruction in academic, behavioral, and social and emotional skills (Merrell and Gueldner, 2010). According to Lindsey, et al. (2013) schools that believe building relationships is essential to the core of the school’s climate understand the importance of responding to the academic and social needs of the ever-changing, diverse community. When proper, complete education is not provided, the education system continues to produce graduates who are thrown into society lacking academic and social skills which are necessary to help lead productive lives (Elias et al., 2003). Streight (2013) recognized the importance of delivering social and emotional learning skills in the classroom as foundational for the formation of creating students who are caring individuals, who will become respectful community members, and who believe in democratic principles.

**Research Questions**

In order to study the impact social and emotional learning has on schools, the following primary research questions were the basis for framing the research:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
2. How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?

4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

**Definition of Terms**

Students need to be taught how to think critically, interact positively, and communicate effectively (Fink, 2016). Fink continued, explicit instruction is key to successful social and emotional learning programs, because without embedding social and emotional learning into direct instruction. Schools that desire long-term actions instead of short-term learning must focus on the effectiveness of integrating social and emotional learning into curriculum to fulfill the needs of students (Streight, 2013). Fink (2016) also mentioned incorporating social and emotional learning should include teamwork and collaboration, role modeling and respectful communication.

In order to fully comprehend the setting in which the study participants were learning several terms should be defined. Some terms are commonplace; yet, must be defined to illustrate the small differences in the expectations for this phenomenological study.

1. Lifelong learning can be defined as learning that takes place in and out of the classroom for personal or professional reasons in order to advance oneself academically, socially, or financially as a way to advance society or personally (Fischer, 2000).
2. Social and emotional learning can be defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2015)

3. CASEL (2015) defines the five core social and emotional competencies as:
   
   a) Self-Awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.

   b) Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.

   c) Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

   d) Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

   e) Responsible Decision Making: The ability to make constructive and respectful choices about personal behavior and social interactions.

These five components are key to social and emotional learning programs to “educate hearts, inspire minds, and help people navigate the world more effectively” (CASEL, 2015).
4. **School climate** is defined as the quality and character of life at school. School climate is a reflection of the goals, values, societal norms, relationships, and teaching and learning practices at a school (National School Climate Council, 2017).

5. **Character education** is defined as a school’s development of students’ capacity for socially responsible, respectably democratic, highly engaged citizenship in society (Berkowitz, 2011).

**Theoretical Framework**

The intent of this phenomenological qualitative study was to clarify the specific phenomena researched and recognize the same phenomena from the participants’ perspectives (Lunenberg and Irby, 2008). This study was framed by social learning theory. Dewey (1897) mentioned true education occurs when individuals are stimulated by the demands of social situations. The important role of the teacher is to create individuals who are ready to think intelligently and behave morally (Dewey 1897). Bandura (1971) believed observation must be intentional in order to create opportunities for learning. Bandura’s social learning theory suggested individuals learn from models. The observation of modeling will then cause either positive or negative influences that shape an individual’s behavior (Bandura, 1971). Classroom teachers are required to produce students who are intelligent and have character skills as well (Berkowitz, 2011). Students and teachers explained what they experienced and how they experienced the phenomena using the school climate as the key point of focus (Creswell, 2013). According to Creswell, phenomenology should focus on the meaning for lived experiences for people.
This study was framed by the history of social and emotional learning. According to Goleman (1995), the case for emotional intelligence can be made scientifically by helping children improve their self-awareness and confidence. This improves behavior but is also linked to increased academic achievement. According to Gardner's (2011) theory of multiple intelligences, humans have several different ways of processing information. These different ways of processing are relatively independent of one another. Once they become more emotionally intelligent, they increase their aptitude for empathy (Berkowitz, 2011). The theory is a critique of the standard intelligence theory, which emphasizes the correlation among intellectual, social, emotional, interpersonal, intrapersonal, musical, linguistic, and other abilities (Gardner, 2011). According to Creswell (2013), studying the real life experiences of individuals provided subjective and objective experiences in which individuals can describe what their experiences are and how they experienced them. Students can begin to manage their emotions and impulses by learning and practicing social and emotional learning (CASEL, 2015).

Limitations

According to Creswell (2013), limitations are conditions that cannot be controlled by the researcher. The limitations of this study included the following:

1. The sample size of students and teachers.
2. Time constraints of the campus bell schedule.
3. Participants’ provided their perceptions on what they had experienced.

The research site was a small, boarding school for underserved communities. Each grade level was limited to twenty-four students. In addition, the research site employed twenty-five teachers, but the pool for teachers who taught middle school students was fifteen.
Because of the limited pool of students and teachers, the school community was very familiar with one another and knew about the study even if they were not participants.

The bell schedule and time constraints were also a limitation, because the research site had a finite amount of time to implement new programs, participate in interviews, and complete online surveys. The school day began at 8:15 am and ended at 5:30 pm Mondays thru Thursdays. If a student boarded, the school day did not end until 10:00 pm then began each morning at 7:00. Fridays were considered half days for boarders and non-boarders with dismissal at 2:30 pm. Because the school day was extremely long and no after school hours were available for the study, participants’ experiences and perceptions could only be gathered while on campus.

Another limitation of the study was participants provided personal perceptions of their experience. It was assumed that participants answered honestly without allowing other factors (stress or social pressure) change their perceptions. The boarding school environment is one where social norms become more familial and close-knit. The extended amount of time students are together directly impacts the school climate. The school experiences did not end at 5:30 pm for the boarding students, so the essence of the experience for the group of individuals could differ depending on whether they were boarders or non-boarders. Even though these limitations were noted, phenomenological research was the most appropriate research design, because this study explored individuals who experienced the implementation of an SEL program (Creswell, 2013).
Delimitations

According to Creswell (2013), delimitations are conditions that can be controlled by the researcher and may affect the study. The delimitations of this study included the following:

1. Teachers must teach middle school grades 6 to 8.
2. Students must also be in middle school grades 6 to 8.
3. Participants provided perceptions in interviews and surveys while at the research site.

This study focused on students and teachers in the middle school. The research site defines middle school as courses in 6th, 7th, and 8th grades. In order to uphold the range of the participants who could be included in the study, only students who had been in 6th, 7th, or 8th grade courses where social and emotional learning had been taught were part of the pool. Therefore, only teachers who taught 6th, 7th, or 8th grades and had implemented social and emotional learning in those classes were participants in this study. For convenience, data was retrieved while participants were on the research site. The participants were selected based upon availability within the school’s bell schedule. This narrow range of convenience sampling was essential to the phenomenological study. The study researched the lived experiences of teachers and students at school and explored the individuals who experienced the same phenomena (Creswell, 2013).

Assumptions

The assumptions of the study included the following:

1. The campus buy-in from students and teachers.
2. The participants who were selected participated on their own free will without coercion.

3. The researcher did not influence participants’ responses to interviews and survey questions.

4. The participants fully understood the interview and survey questions and responded openly and honestly.

Because the study focused on implementation of social and emotional learning into curriculum, students, parents, teachers, and administrators had to be willing to work together. Students and parents were provided information and the program overview at a special parent-student meeting outside school hours. Teachers were provided with professional development in a campus improvement planning session to detail the scope of the SEL program and implementation. Student and teacher participants agreed to be part of the study on their own. Since the research site was a boarding school and the researcher was a member of the administration at the site, the researcher was a complete participant and a nonparticipant/observer.

Creswell, 2013 defined complete participants as participants who are fully engaged and nonparticipant/observers as outsiders of the group. The assumption was all participants answered honestly and the researcher’s position did not influence their responses. In order to eliminate a sphere of influence on responses, the researcher did not proctor interviews and surveys were sent anonymously via Survey Monkey. In addition, the data was analyzed without regard to the researcher’s personal experiences. The assumption was all judgments about the reality of the phenomena were suspended until
the participants’ perceptions were collected and analyzed in order to uphold epoche and analyze new perceptions (Creswell, 2013).

**Pillars of Houston Baptist University**

Houston Baptist University adopted Ten Pillars in order to expand its vision for the future. This phenomenological study is connected to Pillar IX: Cultivate a Strong Global Focus. Building capacity as an executive educational leader provides opportunities that are essential for the success of any campus. As a leader, gaining wisdom and perspective help to deepen the desire to build capacity in others. Research based instruction and learning creates a society of learners who broaden their reach and multiply their knowledge of focus in order to shift education. Education is one of the ways individuals are able to advance in the world. Education creates life-long learners who will lead with a servant’s heart. Cultivating leadership and enhancing awareness in students helps expand their realm of influence, which is a true measure of the university’s ability to reach the next level.

**Summary and Organization of the Study**

Chapter I included the introduction, background of the study, statement of the problem, statement of the purpose and significance, research questions, definition of terms, theoretical framework, limitations, delimitations, and assumptions of this study. Chapter II reviews the literature focused on the following themes: social learning theory, history of social and emotional learning, collaborative for academic, social, and emotional learning core components, cognitive and social development of adolescent learners, school climate and culture, and program implementation. Chapter III explains the purpose of the study, research design, selection of the participants, instrumentation
used, data collection and analysis, as well as the researcher bias. Chapter IV analyzes the data and findings of the study using students’ and teachers’ perceptions collected using anonymous surveys and focus group interviews. Chapter V discusses findings, provides conclusions, and makes recommendations for future research.
CHAPTER II
REVIEW OF LITERATURE

The purpose of this phenomenological study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into the curriculum. Chapter II presents the reasoning for conducting qualitative research on students’ and teachers’ perceptions of implementing social and emotional learning into middle school courses. The chapter reviews the literature that aligns with social and emotional learning and middle school curriculum. The review of literature discusses social learning and social cognitive learning theories while exploring cognitive and social development of adolescent learners. The history of social and emotional learning and the Collaborative for Academic, Social, and Emotional Learning (CASEL) core components framed the study. Because of the nature of the study and its focus on middle school students’ and teachers’ perceptions, school climate and program implementation were also pertinent for this research. The study sought to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into the curriculum.

As schools become more focused on academic accountability, social and emotional learning programs become more relevant, because research has shown that integrating social and emotional learning into curriculum improves academic performance (Brackett, Rivers, Reyes, & Salovey, 2012). Educators have the responsibility of teaching students life skills just as much as they are responsible for teaching academic skills (Philibert, 2016). When students enter the world, they are greater prepared to contribute productively to the work force after attending schools that have ensured students master basic academic skills as well as focus on non-cognitive
skills (Brackett et al., 2012). As schools seek to produce students who are successful, social and emotional learning is key to sustainable lifelong skills (Philibert, 2016).

Brackett et al. (2012) believed if schools begin to integrate social and emotional learning into curriculum, the relationships between students and teachers improve, there is a decrease in disciplinary issues, and students find increased academic success. According to Weissberg and Cascarino (2013), schools should prepare students for life’s challenges; therefore, providing quality education incorporating social and emotional learning at every level must become a high priority. Philibert (2016) believed schools should devote time to integrate and teach social and emotional learning in order to empower students with tools that will support them when they are adults. The Collaborative for Academic, Social, and Emotional Learning (2015) noted schools that embed social and emotional learning into the curriculum promote positive and supportive relationships among all campus stakeholders, which extends beyond the classroom walls. When teaching social and emotional learning practices, schools are providing students with life-long learning skills that will produce engaged citizens of the world who are compassionate and productive (Philibert, 2016).

**Social Learning and Social Cognitive Learning Theory**

1800’s

When schools primarily focus on psychological learning, education is based upon outside pressures and external results (Dewey & Creed, 1897). Dewey and Creed believed education should not be a compromise between psychological and sociological learning, because these two types of learning are interrelated and to deprive the importance of either is to underprepare students for the future. They explained the
process of education begins unconsciously at birth. When individuals are born they immediately begin shaping their habits, ideas, feelings, and emotions based on social aspects. Because of the nature of this response, Dewey and Creed believed schools should nurture learning by representing real life social situations the students will encounter amidst their daily lives.

Schools that do not provide learning that reflects social life for the sake of the students’ education neglects the fundamental idea of training students to become part of the community (Dewey & Creed, 1897). They also believed students must be prepared for lifelong learning by being trained to utilize individual powers in social situations where they have been provided the necessary tools for proper judgment to grasp the conditions to work efficiently and respond economically. Dewey (1897) defined schools as social institutions that must provide a process of living today and not solely as a preparation for future living, because the existing social life is so complex and overwhelming that individuals can become lost in the confusion and lose “power of orderly reaction.” He continued with the notion that education fails largely due to neglect of providing meaning in life for students on a day to day basis, because schools are primarily places where information is given, lessons are learned, and habits are formed for future purposes. With this foundational educational practice, Dewey believed the individual life experience in learning becomes obsolete. Dewey and Creed (1897) insisted education should provide students with learning opportunities that help them find purpose to shape society, because education is truly about social experiences.

Dewey and Creed (1897) believed teachers are not imposers of ideas to form certain students’ habits, but instead are community members who select the influences
that will affect the students and coach students on how to properly respond to those influences. They understood that teachers are best suited as coaches who examine students’ social capability to becoming their best selves where they can receive the most help and be of service to others. True learning only occurs through social situations in which students find themselves having to make decisions about group unity, individual uniqueness, and personal welfare (Dewey & Creed, 1897).

Dewey and Creed understood there are two sides to education- psychological learning and sociological learning- that are interwoven and must not be separated without dire results. In Dewey’s Pedagogic Creed (1897) he stated, “If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass.” Proper education provides the best training through development of social life, because students learn how to be involved with relationships in which collaboration is vital (Dewey & Creed, 1897).

1900’s

Albert Bandura’s (1971) Social Learning Theory stated behavior is taught through the process of observational learning in social environments. Bandura’s theory suggested behavior is learned because individuals use cognitive thought processes to observe behavior and determine whether to model it and imitate it depending upon the witnessed response. In 1986, Social Learning Theory was renamed Social Cognitive Learning Theory (Bandura, 1999). Bandura’s theory continued the belief that the brain functions as a filter through which individuals learn behaviors that will reap positive responses through observation in social settings. Social Learning and Social Cognitive Learning Theory upheld the notion that individuals adapt behavior according to their observed
environment (Bandura, 1999). Social learning is supported by the stance that inner forces do not control man, because man is steered by environmental influences (Bandura, 1971).

Most common views about social behavior state behavior comes from inner forces that are manifested in individual drives, needs, and impulses (Bandura, 1971). Bandura also noted this common view of behavior ignored the complexity of human beings and the amount of variations that occur from situation to situation, human-to-human, time, and social rules. Bandura’s social learning theory helped to analyze human behavior as a behavior not found in the organism itself, but in the environment.

Bandura (1971) believed all learning results from direct experience through variations of observation of another person’s behavior and responses. Three important factors to remember as essential to social learning theory are the capacity to learn large, synced units of behavior and consequences, the superior capacity for cognition through learning the affects behaviors have on daily experiences and future actions, and the capacity to self-regulate choices and influences that can be used to pattern behavior. Bandura believed when individuals learn using these three facets, they are learning through direct experience.

According to Bandura (1971), individuals are consistently encountering situations when a decision must be made. In order to do this, people learn through direct experience by observing others’ behavior, because learners perform actions based upon observable consequences from previous actions and responses to those actions. Through observation and experience, learners begin to develop successful behavior expectations. Bandura continued determining cognition is affected based upon successful behavior responses confirmed by consequences associated with performance.
Bandura’s theory continued to expand to include cognition (Bandura, 1999). This means when individuals learn through experience, observed consequences serve as an informative guide as to what behaviors will receive beneficial outcomes or unwanted punishments (Bandura, 1971). Learners observe expectations of behavioral consequences based upon expectations of reinforcement. According to Bandura, learners anticipate future consequences of behavior as a way to influence current behavior.

Learning by direct experience, in this way, motivates learners to use cognitive skills for current and future behavior (Bandura, 1971). Bandura found that learning does not occur if the learner does not know what the expectations are to receive positive reinforcement. On the other hand, J. Sassenrath (1962), believed learning can take place even when learners are unaware of the expectations; with the understanding that learning in this way is inefficient, he understood learners take longer to discover the correct responses to the appropriate behavior. He warned learning should never be generalized to being aware versus unaware. In addition, Bandura (1971) stated awareness is not a necessary component of learning prior to changing behavior. Bandura noted using reinforcement changes behavior because learners follow patterns when they experience positive and negative reactions to behavior responses. According to Bandura, learners who are aware of the expectations tend to gain more from behavior experiences, because they use positive and negative reinforcement to guide personal behavior.

2000’s

Nebavi (2012) stated Bandura’s social learning theory is crucial to understanding that learning involves a social aspect because people learn new ideas and certain behaviors through observing others. Streight (2013) believed social development should
not occur in isolation, because individuals need to be nurtured regarding personal choices. According to Nebavi (2012), social learning should include judgments about right or wrong behavior in situations that can be developed through modeling.

Nebavi (2012) stated Bandura’s social cognitive learning theory supports the idea that individuals learn through observation to make an internal decision of the behavior in which they will or will not do. On the other hand, if teachers are supportive of students’ autonomy, they create a climate that is open to guiding students’ decisions and providing classrooms that are open and free where students receive constructive feedback by taking pride in their work (Streight, 2013). Nebavi (2012) also stated that sometimes learning happens even when there is not change in behavior.

By decreasing students’ power of choice, teachers are not preparing them for lifelong success and can hinder their development (Streight, 2013). Parents are the primary sources for students’ social development, but as students enter schools, teachers have many more opportunities to help students manage their social interactions (Housman, 2015). Nebavi (2012) supported Bandura’s social cognitive learning theory, because beliefs of behavior, cognition, and environments influence the choices individuals make. According to Housman (2015), it is important to rethink education practices, especially if schools expect students to be emotionally healthy, with the ability to contribute to society, while thriving intellectually and socially by coping with stress and anxiety, having strong interpersonal relationships, and succeeding at work.

Streight (2013) stressed the importance of educators allowing students to have a greater self-confidence about their ability. He continued by stating individuals who have some control over their decisions will perform an action because they have decided to do
so instead of completing an action because they were pressured to; this means these individuals are excited about their actions, because of their autonomy. Individuals who learn through social situations involve observation, imitation, and modeling (Nebavi, 2012).

According to Nebavi, as individuals learning through observation, they make decisions determining whether their behavior needs to change based upon others’ responses in social settings. Individuals cognitively learn behavior strategies through observation and decide what behavior is best (Nebavi, 2012). For example, as teachers control students’ decisions more and more, students value their work less and will put in less effort, because they are not autonomous and no longer accept responsibility for their work (Streight, 2013).

Streight (2013) understood individuals should be able to make choices that are not controlled by teachers. Nebavi (2012) asserted individuals’ cognitive social learning must include self-efficacy, because self-efficacy plays a vital role in whether or not individuals make certain choices, set goals, and achieve success. Because of the nature of observation and the impact modeling has on individuals, Nebavi thought both positive and negative social learning could occur. This is supported with the belief that learners who feel a sense of competence and high self-efficacy will continue to work at difficult tasks until they reach mastery, because they have learned perseverance from past success (Nebavi, 2012).

**Cognitive and Social Development of Adolescent Learners**

According to Jensen (2005), learners are social beings who behave very differently in social versus private settings. Fischer (2000) stated educating for lifelong learning
involves more than training, because lifelong learning should provide exploration of concepts by applying knowledge and informal academic learning in multiple dimensions for students. So and Brush (2008) believed learning is best achieved through social interaction and collaboration, because focusing on cognitive development through gaining knowledge with others provides learners with critical thinking and higher order thinking skills while experiencing multiple perspectives from individuals with diverse backgrounds.

Lifelong learning should include opportunities for students to practice education aspects that they will be part of daily; education should involve experiences from school, home, work, and the community (Fischer, 2000). As children continue to develop as academic learners social skills are crucial to long-term success (Housman, 2015). The best assurance of lifelong learning is to integrate student-centered education that includes elements of all aspects of students’ daily lives (Fischer, 2000).

Research has shown that the majority of brain development occurs during the first three years of life and the earlier a child can experience learning, the more impact that skill has on the child’s overall development (Housman, 2015). Fischer (2000) stressed the importance of providing learning opportunities that are not limited, because in the standard classroom environment, students and their learning are disconnected because students feel the material they are learning is irrelevant to their everyday lives. Social and emotional learning strengthens skills that are essential to future success both academically and professionally, because social and emotional learning provides a foundation for academic and behavioral standards (Housman, 2015). During adolescence,
adults should begin implementing activities that allow students to develop different perspectives by using reasoning and problem solving (Streight, 2015).

According to Housman (2015), children who are able to positively manage their emotions can function in a classroom effectively because they can listen and concentrate, solve problems, and think critically which allows them to remember and discuss complex concepts learned in school. In full support of social and emotional learning, Congress believes positive academic outcomes with improved attendance, graduation, grades and test scores at schools where social and emotional skills are included is an average of 11 percentile points over students not involved in social and emotional learning programs (H.R. 850, 2015). Structuring social and emotional learning in early childhood is essential to students learning how to apply social and emotional learning into their lives in order to have a lifelong impact (Housman, 2015).

According to Philibert (2016), the classical discipline paradigm shackles teachers to be classroom managers and students to become reliant on the teacher for directions about how to behave for a limited amount of time. Early childhood education that is focused on math and reading tends to cause students stress, anxiety, and frustration (Housman, 2015). Housman believed the better plan for early childhood education would be to include playing and socializing in order to develop social and emotional competencies that will teach students to build relationships. When social and emotional learning is integrated into curriculum and classroom instruction, students become more self-aware and are able to regulate behavior and responses on their own; this, in turn, empowers students by providing opportunities for finding their voices (Philibert, 2016).
Social and Emotional Learning

Social and emotional learning is a concept that has been around since Ancient Greece, because even Plato stated, “All learning has an emotional base.” Plato believed in order to produce citizens of good character, society must holistically train individuals by balancing the arts, math, science, physical education, and moral judgment. The U.S. Department of Education (2009) sought to reform education using *Race to the Top* to support schools that were “adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy” (p. 2). Social and emotional learning provides students with curriculum that develops social and emotional skills that help students find success (Streight, 2015).

Weissberg and Cascarino (2013) believed that in order for schools to provide a holistic approach to education social and emotional learning is key. According to Housman (2015), emotional intelligence impacts students in all areas of society from politics to science, because students who have high social and emotional competence are strong in problem solving, compromise, and negotiation. Cohen et al. (2009) claimed Dewey’s beliefs focus on skill development for students in order to create citizens with knowledge and behavior that is suitable for a democratic society. They continued by stating the guidelines educators use to illustrate a process of learning should focus on social aspects of school.

According to House of Representatives Bill 850 (2015), Congress supported integrating social and emotional learning into curriculum as a way for students to learn how to cooperate, deal with setbacks, solve problems, and communicate. Research identifies social and emotional learning inclusion in education reform as vital for
effective school improvements and positive learning environments (Weissberg & Cascarino, 2013). Congress continued by stating learners who have social and emotional skills find success in the future as productive, engaged citizens who are healthy, caring adults (H.R. 850, 2015). Students are provided practice with socio-moral situations that they may experience in day-to-day classroom life (Streight, 2015). Because of the growing interest in social and emotional learning and the impact it has on education, the Academic, Social, and Emotional Learning Act was presented to the U.S. House of Representatives in 2015 (Weissberg & Cascarino, 2013).

When schools adopt social and emotional learning, teachers are representing and modeling responsible behaviors on how students should represent themselves (Nebavi, 2012). Students deal with social and emotional learning everyday as they navigate through learning environments with teachers, school administrators, and their peers (Weissberg & Cascarino, 2013). Focusing on social and emotional learning as a skill development helps students learn in the best way possible, because learning is occurring in an engaged, supportive environment that is challenging and meaningful (Streight, 2015). Nebavi believed educators must constantly pay attention to behavior, because students will copy observed behavior, even if it is negative behavior. Streight continued by noting that school becomes more meaningful for students when schools strategically provide curriculum that is learner-centered and develops character and skills that will help students succeed, because character education empowers students to learn virtuous behavior.

The Center for Spiritual and Ethical Education discussed the development of non-cognitive skills using three educational practices: moral education, character education,
and social and emotional learning (Streight, 2015). According to Streight, moral education is focused on considering the welfare of everyone; character education is focused on the importance of relationships and competence; and social and emotional learning is focused on fostering students’ self-motivation with shared leadership and responsibility for behavior. Streight stressed whole-child education has the ability to allow students to reach high levels of understanding behavior and responses by using role-taking; students receive scenarios where the adults are facilitating students’ development and peers discuss moral responses.

Schools that provide character education programs build character using core values that reward proper attitudes and expected behaviors, because character education is based upon a defined set of virtues and less concerned about how students solve social issues (Streight, 2015). Elias, Ferrito, and Moceri (2016) stated educators who love children and understand the importance of educating the whole child will ensure career and college readiness is part of their education; social and emotional learning is key to preparing students for life filled with character and a moral compass. Because social and emotional learning has moved beyond being theoretical, it should be integrated into education programs as a core component in evidence-based curriculum and instruction (Weissberg & Cascarino, 2013).

**Collaborative for Academic, Social, and Emotional Learning Core Competencies**

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015) established five core competencies that are the foundation for social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. House of Representatives Bill 850 (2015) stated social and
emotional learning is a process that is used for individuals to gain knowledge, attitudes, and skills of core social and emotional competencies.

Streight (2015) defines self-awareness as the ability for individuals to assess strengths and limitations. According to CASEL (2015), self-awareness is “the ability to accurately recognize one’s emotions and thoughts and their influence on behavior” (p. 5). Self-awareness teaches students to label feelings, correctly explain thoughts about behaviors that relate to feelings, and accurately self-assess personal strengths and areas of improvement (Zins, Weissberg, Wang & Walberg, 2004).

Self-management is the ability for individuals to control impulses and manage stress (Streight, 2015). CASEL (2015) stated self-management is “the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations” (p. 5). Self-management teaches students to manage stress, set and achieve goals, have self-control, and become self-motivated to learn (Zins et al., 2004). Self-awareness and self-management help students recognize strengths and identify needs while teaching stress management and impulse control in addition to goal setting and enhanced self-efficacy and organization skills (H.R. 850, 2015).

According to CASEL (2015), social awareness is “the ability to take the perspective of and empathize with others from diverse backgrounds and cultures” (p. 5). Zins, Weissberg, Wang, and Walberg (2004) emphasized the importance of peer relationships as a guide to understanding social and ethical norms for behavior, because students who are socially aware are able to recognize the need for help, can ask for help, and can provide and accept constructive criticism. Social awareness is the ability for
individuals to show empathy for other people from diverse cultures and backgrounds (Streight, 2015).

CASEL (2015) defined relationship skills as “the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups” (p. 6). Streight (2015) believed individuals must be able to communicate responsibly in order to establish and maintain positive relationship skills. Zins et al. (2004) identified key characteristics for building relationships that included: communicating, cooperating, managing and resolving conflicts, and providing and seeking help. Social awareness and interpersonal skills help students maintain positive relationships and work cooperatively with others, as well as, teach students to manage conflicts appropriately and respect others’ views (H.R. 850, 2015).

Streight (2015) insisted individuals must be able to make wise choices and respond respectfully for themselves and the well being of others as foundations of responsible decision-making. CASEL (2015) defined responsible decision-making as “the ability to make constructive and respectful choices about personal behavior and social interactions” (p. 6). Zins et al. (2004) believed responsible decision making teaches students to consider the welfare of themselves and others, identify and solve problems, analyze situations, recognize personal, moral, and ethical responsibility, behave appropriately, make constructive, safe choices about themselves, relationships, and even school. When schools provide social and emotional learning programs, decision-making and responsible behaviors are a positive reflection of students understanding their social and ethical responsibility as a part of the community (H.R. 850, 2015).
According to Streight’s (2015) definition of social and emotional learning, students will gain skills that are necessary for life. Social and emotional learning is a critical element to students’ achievement, because it assists students in combining their thoughts, feelings, and behavior to be successful in important life tasks (Zins et al., 2004). As students grow and continue year to year, it is important for educators to adjust to helping students become more social by providing opportunities inside and outside of the classroom (Streight, 2015).

Zins et al. (2004) stated CASEL’s social and emotional learning competencies, motivate students to succeed, by teaching them to believe in themselves, set and achieve academic and social goals, communicate with others, and to overcome obstacles. These skills will help set a foundation for gaining knowledge, managing emotions, achieving goals, making responsible decisions, showing empathy, and having positive relationships (Streight, 2015). According to Zins et al. (2004), students’ commitment to school and their academic goals can be enhanced by using social and emotional learning which will lead to positive school performance.

**School Climate**

School climate has been defined to include all stakeholders that help share the quality of people’s experiences that contribute to the shared vision of the school’s mission (Cohen et al., 2009). According to Weissberg and Cascarino (2013), schools maintain they are preparing students for the world by teaching them academic skills, but also need to include emotional competencies to develop personal strengths, because the center of preparing students for future challenges in the world is social emotional learning. School administrators and leaders who use and model social and emotional
learning practices on their campus create a positive school climate (CASEL, 2015). According to House of Representatives Bill 1864 (2017), students need involvement from adults who serve as role models who are supportive, positive, and caring. Cohen et al. (2009) established the following four dimensions that researchers have come to agree upon as necessary to include when discussing school climate: safety, teaching and learning, relationships, and environment-structural.

School climate affects students’ perceptions of school because students’ social and emotional learning and academic achievement can be shifted by students’ motivation for learning (Cohen et al., 2009). Dewey and Creed (1897) stated schools create education where students are being told what to think and do and as a result, education is not a part of students’ lives; therefore, students are not learning. They also believe that social activities are the true center of school subjects, because without social situations based upon real life experiences, the goal of education is missed (Dewey & Creed, 1897). Schools should provide programs that help guide and support students’ academic, social, and emotional development (H.R. 1864, 2017).

According to Cohen et al. (2009), “Positive school climate promotes student learning, academic achievement, school success, and healthy development, as well as effective risk prevention, positive youth development efforts, and increased teacher retention (p. 187).” Schools began applying lessons for students that prioritized school climate and culture programs that removed barriers, supported student achievement, and fostered student engagement (U.S. Department of Education, 2009). Weissberg and Cascarino (2013), insisted schools that focus on providing a high-quality academic
education for graduates must also enhance social and emotional learning skills in order to produce graduates who will contribute ethically and responsibly to the community.

According to Henstrand (2006), it is the responsibility of schools to influence positive, effective change in school culture, because school culture plays a significant role in the value of the school has a whole with each individual having a stake in the success and failure of the school programs. House of Representatives Bill 1864 (2017) agreed by stating schools should provide training for faculty and staff to build positive climates and promote social and emotional learning. Weissberg and Cascarino (2013) stated social and emotional learning helps to build a strong school climate, because teaching and learning social and emotional learning daily strengthens relationships. Henstrand (2006) defined culture using W.H. Goodenough’s (1981) definition which states culture is a standard for making decisions about actions that include values, traditions, and expectations that are known.

According to Weissberg and Cascarino (2013), educators hold the power to develop critical academic and non-cognitive skills for students to become good citizens. Weissberg and Cascarino (2013), continued by stating students are best prepared for their future when academics and social and emotional learning are integrated into effective instruction at all educational levels (preschool-elementary-middle-high). Social and emotional learning is essential to education because it is critical for state education standards that include communication, collaboration, and critical thinking (Weissberg & Cascarino, 2013).

Social and emotional learning focuses on teaching skills development while character education focuses on instilling a defined set of virtues (Streight, 2015). Fisher
(2012) cited Fullan’s 2007 summary of the definition of school culture by stating that school culture is the behaviors, beliefs, and common characteristics that help to establish all of the attitudes that impact the daily operations of the school. According to Fisher’s (2012) claims, school culture is essential because culture fosters learning, self-improvement, collaboration, positive decision-making, and growth for both students and teachers. Social and emotional learning programs help teachers increase student engagement and in turn reduce the stress level of teachers and increase teacher retention (H.R. 2544, 2017).

Social and emotional learning can provide students with increased motivation to learn; therefore, students are more committed to school and focused on mastering subjects as well as being more devoted to schoolwork (H.R. 850, 2015). Weissberg and Cascarino (2013) believed schools that are ensuring students master academic subjects must also focus on enhancing intrapersonal and interpersonal skills so its graduates who are committed to lifelong learning are prepared for work and life. In addition, Congress supports social and emotional learning programming in schools, because students on campuses where social and emotional learning is taught have improved health outcomes and less behavior problems (H.R. 850, 2015). Social and emotional learning is best utilized when it is implemented as a model for students’ success, integrated into the curriculum, and adopted into the school’s climate (Philibert, 2016).

Program Implementation

Henstrand (2006) believed in order to bring about change in schools principals must help individuals through several stages of change if the true goal is successful program implementation. Lifelong learning should be engaging, continuous, and should
include detailed goals that describe the purpose of applying knowledge and skills and provide ways of students’ cooperating to solve problems (Fischer, 2000). Neglecting to pay attention to individual values and the school culture could eventually lead to failed program implementation (Henstrand, 2006). Philibert (2016) believed the best place to start with social and emotional program implementation is to provide teachers with quality professional development that helps to build competency and understanding of social and emotional learning and its impact on academic achievement.

When implementing change, principals should seek to address the concerns of teachers and students, because they will be the most affected (Henstrand, 2006). According to Fischer (2000), teachers should become coaches in the classroom by allowing students to become engaged in activities where they must work collaboratively to discover a problem, work through solving it, experience some breakdown, reflect on that breakdown, and continue to work until the problem is solved. Weissberg and Cascarino (2013) stated high-quality implementation strategies are key for effective school improvement to foster social and emotional learning. Educating in this way allows students to become active learners who are involved in their learning, because students are driven by the desire to understand a problem (Fischer, 2000). Henstrand (2006) believed the benefits of including individual views lead to successful implementation where both students and teachers have buy-in for the new goals.

Social and emotional learning is far more effective if teachers learn about social and emotional learning and teach students how to deal with emotions and settle conflicts by identifying and processing the students emotions at the time of the incident (Housman, 2015). Fischer (2000) stated when educators provide support for self-directed learning,
students are prepared for their futures, because learners must have experiences where they are engaged in self-directed activities through collaboration, discussion, and reflection, because this is exactly what they will need to do in their lives outside of the classroom. Housman (2015) believed as students learning about social and emotional learning they also learn how to engage with others and express emotions appropriately, deal with stress and anxiety, and resolve conflicts, which makes them feel better.

According to Philibert (2016), educators want to know they have taught students who are both academically and socially prepared for the world. Fischer (2000) believed formal education could be limiting; students who have graduated from top schools still seem to lack the experience necessary to perform their jobs well. In order for teachers to be able to know their students are able to excel, social and emotional programs need to be a priority in the content of curriculum and methodology of classroom instruction (Philibert, 2016).

Schools should prioritize social and emotional learning as a way to connect all parts of the educational system in order to answer essential questions about policy, procedures, and the overall effectiveness of educational practices that are in place (U.S. Department of Education, 2009). Philibert (2016) continued by stating educators have the professional responsibility of providing students with the best education possible; therefore, implementing social and emotional learning is a way for schools to have the greatest impact on students’ learning. Philibert understood the importance of social and emotional learning as key to widening the scope of education including a balance of self and social intertwined daily with each decision.
According to House of Representatives Bill 850 (2015), an amendment to the Elementary and Secondary Education Act of 1965 was added to illustrate the importance of including social and emotional learning programming to address the developmental needs of students in order to improve student achievement, attainment, and behavior. Schools that include social and emotional learning curriculum should provide long-term support of social and emotional skills that are tied to school culture and culture (Streight, 2015). Congress stated the importance of social and emotional learning by suggesting schools that want successful programs should integrate social and emotional learning into curriculum, provide detailed instruction that is modeled and practiced as a daily routine, promote positive behavior by teaching students to apply social and emotional skills to behavior, and establish a caring learning environment that fosters enhanced participation and student engagement and connection to learning (H.R. 850, 2015).

**Summary and Organization of the Study**

Chapter II, Literature Review, detailed the literature that framed the primary research questions. Social learning theory, cognitive and social development, the history of social and emotional learning and character education, CASEL’s five components, school climate, and social and emotional learning program implementation were reviewed. Chapter III, Methodology, includes research design, context and setting, participants, instrumentation, data collection, researcher bias, and data analysis. Chapter IV analyzes the data collected from focus group interviews and surveys from teacher and student participants and Chapter V discusses findings, implications, future research, and conclusions.
CHAPTER III

METHODOLOGY

Purpose

The purpose of this phenomenological study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. As students learn more social and emotional skills, their emotional intelligence enhances their self-awareness, self-regulation, motivation, and empathy (CASEL, 2015). As these social and emotional skills are enhanced, students become well rounded which directly ties to academic achievement, because the influence social conditions have on individual’s cognition should not be underestimated (Jensen, 2005).

The purpose of this phenomenological qualitative study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. The methodology chapter details the research design, the context and setting of the research, selection of student and teacher participants, type of instrumentation that was used, how the data was collected and analyzed, as well as, the researcher’s biases.

Research Design

Phenomenological research design involves a description of phenomena when observing actions and behaviors using basic information (Lunenburg and Irby, 2008). There is a strong relationship between middle school students’ and teachers’ perceptions about school climate and social and emotional learning; therefore, the qualitative phenomenological study provided research data in accordance with this belief. A social and emotional learning program was integrated into middle school curriculum using best
practices of program implementation. Participants were selected from the study’s pool of middle school students and teachers at the research site.

In this phenomenological study, qualitative research methodology was used to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. Butin (2010) stressed using exploratory design and qualitative research methods for in-depth analysis when an issue is not fully understood. This perspective was the basis through which the research design was framed, because it will allow the participants’ perceptions to be included based upon their experiences in the classroom. Moustakas (1994) supported phenomenological research because it allows perception to be essential knowledge that showcases experiences as primary evidence for data analysis and decision-making. The research questions evaluated to better understand the phenomenon were:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

2. How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?

4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?
Context and Setting

The research site was an organization, which receives Title I programs, that serves a majority-minority population. The environment of the research site is a small, private boarding school grades 6th-12th located in a rural area that serves students with diverse backgrounds. Because the research site is a 501(c)(3) organization, the development team fundraises each year to finance the over 2 million operating budget through donations from foundations, corporations, churches, service groups, and individuals. The organization is enriched by a board of trustees including an executive committee and an advisory board that meets on a regular basis to support the development of the operation of the school in accordance with the school director who is in charge of day-to-day management.

The founder of the school believed everyone, regardless of race, religion, and socioeconomics, should have equitable access to education that had the ability to break the cycle of poverty. Because of this belief, the organization continues to uphold his original intent and does not allow finances to hinder admission, so all students who attend the school are scholarship recipients. Scholarship funds are supplemented by private donors and organizations who want to support the school’s mission. Tuition is determined on a sliding scale based upon the Federal Poverty Level guidelines using financial information provided by families. Students also have the ability to complete work-study hours to pay tuition.

At the school’s inception, the founder established a private school that offers boarding. Students in grades 7th-12th have the opportunity to board. Students in 6th grade may board if there is a special circumstance or individual need. The school is a private
school that is allowed the freedom to create curriculum and climate according to the standards set forth by the school community and stakeholders. The curriculum is not state mandated; therefore, faculty have greater control over their classroom curriculum. The site also offers boarding programs for students as part of residential life. Boarding students and faculty create a particular residential environment and climate that could potentially be a completely different experience than day students. These unique components made the research site the optimal location for the study.

The mission of the research site is to provide college preparatory education through rigorous curriculum and community service to students who are motivated to become responsible, well-educated citizens and productive members in society. The vision of the research site is to create graduates who are effective communicators, college-ready adults, who will become responsible community members. Both the mission and vision intertwine to produce students who attend colleges and universities with a 50-year history of having an 86% alumni college graduation success rate. The research study only included the middle school grades 6th, 7th, and 8th, that allowed a social and emotional learning program to be integrated into curriculum.

The research site’s capacity for middle school students is 72 with 22-25 students per class. The majority of the student population was socio-economically disadvantaged with 83% qualifying for free or reduced lunch. The ethnicities of the student population included Hispanic (96%), African-American (2%), Caucasian (1%), and other (<1%). The research site uses a yearly, targeted admissions process to populate its grades. The population is targeted, because students go through an application, testing, and interview process, which includes a trial summer school program, in order to be admitted. The
research site believes finding students who are willing to become indoctrinated into the school climate and adopt the intense academic standards while surpassing its disciplinary expectations is essential to continued school success.

Teachers are selected to teach at the research site through an application submission and review process that includes developing a needs assessment, pool of applicants, face to face, phone or online interviews, and a sample teach lesson. Candidates meet with students and are informally interviewed by students. The administrative team uses the students’ opinions and interactions to help the hiring committee. Once the teacher applicant has completed each of these steps, the administrative team determines if the candidate is a good fit.

When teachers are hired become part of the school community they are not only teaching classes, they become part of the campus and are required to adopt the core values of the community. The school day begins at 7:00 am and ends at 10:00 pm. During these times, courses are offered from 8:15 am-5:20 pm with a 10 period day including PE and lunch. Duties and work commitments reach far beyond the end of the school day, because there is an entire residential schedule after the day students’ schedule ends. Becoming a student and teacher means knowing the impact the decision has on the amount of time one is committed to placing on education. This commitment usually takes a shift in mindset to the potential gain one has from being a member of the site’s community.

Teaching at the research site means having a commitment to understanding the climate, taking a stake in what the mission is, and embracing the importance of creating an atmosphere of collegial growth for colleagues and students. Both teachers and students
who are selected to be part of the research site’s school community are strategically selected because of the benefits they will have on the school climate. Because of the nature of student and teacher selection at the research site, particular attention was paid to the school climate as the study took place to gain a deeper understanding of the participants’ perceptions of integrating social and emotional learning into curriculum.

**Participants**

The criteria for selection included being a member of the research site’s middle school programs in grades 6\(^{th}\) through 8\(^{th}\) who had signed and returned completed corresponding consent and assent forms. Teacher participants were middle school teachers who integrated social and emotional learning into their curriculum and had consented to take part in the study. The student participants were students who were learning social and emotional components in their class, had signed and returned assent forms, and whose parents or guardians had signed and returned consent forms.

Participants were selected using convenience sampling. This type of sampling is a limitation for the study, because the sample pool size was limited. This sample was readily available and convenient, because it was the students and teachers who were presently located at the research site. The site of the phenomenological study was a school with a maximum student population of 66 students in 6\(^{th}\), 7\(^{th}\), and 8\(^{th}\) grades. In addition, the maximum teacher pool size was 10 teachers.

Random sampling was employed to the pool of students that included six teachers per grade level (6\(^{th}\)-8\(^{th}\)) and 22-25 students per class. The pool decreased depending on who were qualified participants, so another level of randomization was included to create the sample by using a randomization tool that separated the participants into groups.
These focus groups were the participants who were qualified and selected to provide their perceptions using the study’s instruments (see Appendices G, H, I, and J). While convenience sampling was not ideal, in order to be able to secure a site, the study took place on the campus where the researcher was employed. The researcher worked to create groups that were equal in number and in demographics to increase the validity of the study.

There are advantages and disadvantages to using convenience sampling and randomization. Random sampling the pool was useful in order to not control which participant belonged to which group thus making the data results more reliable and valid. On the other hand, student participants were isolated according to the instructors who integrated social and emotional learning into curriculum. While many instructors may have used some form of social and emotional learning in their classrooms, this study focused on the qualified teacher participants who were selected because they had integrated the social and emotional learning program that was implemented for the sake of the study’s design. Because of this, some students at the research site were not part of the study. This limited the education for those students during the time of the study. With this understanding, the researcher created an equal opportunity for all students to receive the same level of instruction that included social and emotional learning after the research was finished. Program implementation and evaluation approaches were used according to guidelines that provided useful information to the research site to make a decision about future decisions (Fitzpatrick et al., 2011).

The demographics of the students who became part of the study mirrored the demographics of the campus. The majority of the student participants were Hispanic
(97%) with students who were African-American (2%) and <1% who identified as other. One hundred percent of the students qualified for free and/or reduced lunch. The teacher participants willing to implement and teach a social and emotional learning program in their class were mixed equally male and female.

**Instrumentation**

The research questions were used to collect data by interviewing and surveying participants in order to deduce themes that are developed through participants’ perceptions within the data analysis (Creswell, 2013). A variety of instruments were used for data on this qualitative study; online surveys using surveymonkey.com and face-to-face interviews were the instruments for teacher and student participants. The first portion of the survey was a Likert scale ranging from 1 to 5. Participants were able to respond to twenty questions using: 1-Never, 2-Rarely, 3-Sometimes, 4-Usually, and 5-Always. The last portion of the survey consisted of four open-ended, free-response questions (See appendices G and H). The survey was developed on surveymonkey.com and distributed by the research staff translator online at the end of the study. Surveys were sent via email to student and teacher participants. Teachers were given a two-week window to complete the survey. Teachers were provided survey opportunities twice in order to get a larger response rate. Surveys were sent in May 2018 and August 2018. Students were assigned survey periods during the regular school day, so boarders and non-boarders had equal opportunity to respond. The survey blocks were created by the research staff translator and were completed in May 2018. By using surveymonkey.com the results were anonymous and the data was analyzed anonymously to develop themes from the participants’ responses.
Teacher and student participants were also interviewed in focus groups. Focus group interviewing is a technique used in phenomenological research to obtain participants’ perceptions in a comfortable environment (Lunenburg and Irby, 2008). The primary research questions and guided protocol were used for each interview (See appendices I and J). All interview sessions were recorded using a QuikTime Player recording on three different laptops for accuracy and volume control. Participants were interviewed at the end of the study to document their experience of receiving social and emotional learning in their class. Three student focus groups (one per grade level) and one teacher focus group were created for the interviews. A member of the researcher’s committee interviewed students in order to allow the students to be open and honest when answering questions face-to-face. Teachers were interviewed by the research translator and provided a non-instruction meeting time for the interviews.

Because of the nature of the participants’ schedules, interviews of the students and teachers were scheduled at a time that was convenient for them. The interviews took place in an office or classroom within the school building, with each session being digitally taped to guarantee accuracy of records, permitting the researcher the freedom to focus on the participants and their responses. The researcher and the participants equally had the opportunity to review the written record at a later date to ensure accuracy and to permit any follow-up questions or comments by either the researcher or the participant. Professional development plans and data on how they were carried out was gathered. Information as to how supervision was conducted was collected and recorded. This included documentation of professional development, school artifacts, the school improvement plan, and bulletin board displays.
Data Collection

The researcher fulfilled all the requirements of Houston Baptist University’s Institutional Review Board. Prior to interviewing each teacher, the consent document outlining what participation involved was read and reviewed. If the teacher decided to participate he/she signed a consent form permitting the session to be recorded and transcribed verbatim for data analysis. Written consent was obtained before a teacher was permitted to participate in the study. Teachers were provided information during professional development and middle school meetings that detailed the purpose of the study and the social and emotional learning program that was used. In addition, all middle school teachers received the information in their school mailboxes.

Prior to interviewing each student, the consent and assent documents were read and reviewed with the parents/guardians of the students and the student participants to outline what participation involved. If the parents/guardians granted permission by signing the consent forms and the student decided to participate, he/she signed an assent form permitting the session to be recorded and transcribed verbatim for data analysis. Written consent and assent were obtained before a student was permitted to participate in the study. Students and parents were provided information during parent and student meetings that detailed the purpose of the study and the social and emotional learning program that was used. In addition, all middle school families received mailed letters that included the information provided at the meetings. To make sure participants were protected, this protocol of informed consent and assent was strictly followed.

The research site included another approval process that must have been followed in order to be a willing site for the study. The program that was implemented needed to
fulfill a need for the campus community; the director had to approve the study, and the president of the board had the final approval. The approval process included a proposal and several meetings with the director prior to meeting with the board. The board president supported the study once need was established and director approval was granted. Final approval for the study included getting permission from the Houston Baptist University Institutional Review Board prior to beginning any process of collecting data.

**Researcher Bias**

When teachers integrate social and emotional learning into curriculum, students are inspired to grow personally thus social and emotional learning impacts their behavior and willingness to learn (Streight, 2013). Because of this belief, a self-reflection that includes personal bias and preferences will be completed. Creswell (2013) emphasized the importance of the researcher discussing personal experiences in order to identify bias and set it aside for the sake of focusing on the experiences of the study’s participants. The researcher was a stakeholder at the research site, so she was extremely cautious to not allow predispositions and beliefs to alter the responses of the participants. To help with this, a recording device was used to record participants’ experiences in their voice and perspective during the interview sessions. The student focus groups were proctored by the researcher’s chair and the research translator proctored the teacher focus group so participants felt comfortable to share their perceptions without bias. The student and teacher surveys were created by the researcher but were distributed anonymously online and proctored by the research translator. Responses from both the survey and interviews were evaluated analytically without personal biases altering the participants’ voices. By
establishing that the study was solely focused on the perceptions of the participants, this increased epoche (Creswell, 2013).

**Data Analysis**

Data was analyzed from two different instruments: online survey and face-to-face interviews. The surveys contained a Likert rating scale and four open-ended questions and the interviews focused on the primary research questions and subset questions using the guided protocol. The results of the online surveys were sent anonymously then the responses were gathered to develop themes based upon the participants’ responses. In addition, a transcription of the recorded interviews was created. These transcriptions were analyzed with the intent of identifying themes that were stated as common threads from the participants’ responses.

No personal identification was included; participants’ responses were written in summary form so as not to reveal their identity; identification numbers and letters were created for students and pseudonyms were created for teachers in order to document direct quotes of participants’ responses during interviews. Participants’ names were not included. The only identifiable traits included: which participant group the participant was in (according to grade level) and the participants’ gender. Clusters of meaning were created from the data by writing a description of the phenomenon based upon the experiences of the participants (Creswell, 2013).

It was important to understand the demographics within the participant groups as the participants’ perceptions were gathered to correctly interpret the data collected. The participants’ perceptions created the themes for analysis instead of the themes being developed prior to the study that took place. The research questions were used to analyze
what the participants experienced during the study and how the participants experienced what they experienced (Moustakas, 1994).

**Summary and Organization of the Study**

According to Brackett et al. (2012), if schools begin to integrate social and emotional learning into curriculum, the relationships between students and teachers improve, there is a decrease in disciplinary issues, and students find increased academic success. Research shows students with higher emotional intelligence have more self-confidence, determination, and commitment to their education, which, in turn, improves their academic drive (CASEL, 2015). Social and emotional learning must be given support in schools, because institutions that solely focus on academic standards are not properly educating the whole child; therefore, something is missing (Bridgeland & Hariharan, 2013).

Chapter III, Methodology, detailed the purpose of this research study and presented the research questions. The participants were chosen using convenient, random sampling. Data was collected using focus group interviews and anonymous surveys. Chapter IV, Presentation and Analysis of Data, tests the research questions that were created and presents the results for this study. Chapter V, Discussions, Implications, Recommendations, and Conclusions, consists of discussion of the findings, implications for practice, recommendations for future research, and conclusions of the study.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this phenomenological study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. The purpose of this qualitative study was achieved by examining the data extracted from student and teacher surveys and focus group interviews. This chapter presents the results of the data represented within the context of the four previously stated research questions. The research questions used to better understand the phenomenon were:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

2. How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?

4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

This phenomenological study investigated middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum and were analyzed and categorized into emergent themes.
Testing the Research Questions

Research Question One

Research question one explored the students’ perceptions of school climate when social and emotional learning is integrated into curriculum. Students’ perceptions were gathered using data from focus group interviews and anonymous surveys. Emergent themes included establishing trust, creating strong comfort levels, and understanding different points of view.

Establishing trust and creating strong comfort levels emerged as important elements in school climate according to responses during interviews. One student (7B) stated learning about social awareness allowed him/her to “be more social…instead of staying quiet and shy.” Another student (7D) stated, “Our class is like so integrated…We are very out, open about our feelings.” When asked to discuss relationship skills and social and emotional learning, student 6C stated, “If we don’t trust each other or if we don’t listen to each other it’s not going to be a good relationship.” Student 8A went further mentioning, “It’s a very open class. We’d be distracted by the off-topic questions and we’d have to tune those out to focus on what like we’re trying to do. I mean that affects us sometimes.”

Student 6 D realized, “We are all unique. We don’t have to be in a separate group, so we can like all be together.” As shown in Figure 1, when surveyed over 66% of students in 6th, 7th, and 8th grade stated their teachers created a classroom climate of respect where they felt emotionally and physically safe. A student commented stating,
“My classmates and teachers understand me and I really like them. They are my 2nd family and [i] could trust most of them.”

![Bar chart](image.png)

**Figure 1.** Creating a Classroom of Respect. Comparison of students’ perceptions of feeling physically and emotionally safe.

Students’ perceived school climate was impacted by understanding different points of view. When asked about self-awareness 7E stated he has learned so many different social and emotional terms that, “Now I know like how I should react and…make sure I know what I’m doing instead of just doing dumb stuff.” Student 8B stated, “It helps see other point of view(s) of other people so you know how to interact with different kinds of people.” 8E continued, “I think that we all learn from mistakes…being aware of that or like knowing that we hurt them can sometimes help us know that we have to act certain ways and do certain things.”

Students in 6th grade developed self-management skills. According to student 6A, “I feel like…my feelings won’t get hurt easily cause I am able to manage to get my
feelings.” Student 6C noticed a mindset change and stated, “Before I used to like not really care about what I do, but now…it like changed my whole mindset about what I do. I learned some management of like physical things…like keeping your room clean. If it’s clean it helps your mindset be like ok so everything’s clean, everything’s organized and you feel more ready and prepared.” Student 8A discovered learning about self-management helped him with relationships. “It really helped me through the different perspectives of different people and to adjust myself according to those like perceptions um I’ve really come to understand um like the people around me.” Seventh grade students had similar experiences recognizing self-management was a tool to 7A “calm down like it’s all going to be okay like just try to find methods that like to help you out” and 7D “we are pretty comfortable with each other…we all take advice from each other.”

Seventy-two percent of the student participants understood that sometimes (22.22%), usually (38.89%), or always (33.33%) how the teachers’ levels of energy impacted the classroom climate. In additional comments, one students noted that “Whatever the mood the teachers are in, it changes the feeling and environment of the classroom.” Another stated, “If my teacher is in a good mood (always) we will enjoy our class with excitement.” A third student wrote, “I know this because if they are happy they will try and spread that happiness and try to motivate us as well but if they’re in a bad mood then we sometimes get the feeling of uneasiness.”

This same group of students surveyed (78%) stated they understood that their levels of energy impacted the classroom climate. One student claimed, “If I am happy or angry, this impacts the feeling of the students which impact the feeling of the classroom.” Another student recognized personal behavior and stated, “I sometimes talk in class and
stop the learning environment.” A third student wrote, “If I feel sad or mad or happy they would ask me if I was okay and tell me that everything’s okay.” Students believed they sometimes (22.22%), usually (38.89%), and always (38.89%) understood their levels of energy impacted the classroom climate.

![Figure 2](Figure 2: Promoting Responsible Decision-Making. Comparison of students’ perceptions being encouraged by teachers regarding behavior and learning.)

Figure 2 illustrates seventy-two percent of the middle school students surveyed believed that teachers who integrated social and emotional learning into curriculum always encouraged them to make decisions about setting specific, measurable goals about behavior and 38.89% stated the same about goals about learning. One student wrote, “They always tell me that I have to make decision(s) & think about how it will affect my future life.” Another wrote, “[i] could have my own voice and say my feelings.” Only one student felt teachers rarely encouraged him/her about learning goals, and none of the
students felt rarely encouraged about behavior. Students stated, “She wants us to behave well.” and “In skills they have [sic]taught [m]e to set a goal that is measurable and that I know I would be able to accomplish.”

Over 66% of the students surveyed believed their teachers created a classroom climate of respect where the students felt emotionally and physically safe. One student reported, “Yes, my classmates and teachers understand me and I really like them. They are my 2nd family and [i] could trust most of them.” Another stated, “I always feel emotionally safe around my teachers.” One student claimed, “[sic] No one ever gets physically hit.” Another student wrote, “I am not afraid of getting hurt around my teachers.” The weighted average for students who felt emotionally safe was 4.61, and the weighted average for students who felt physically safe was 4.50 in a range of 1-Never to 5-Always.

**Research Question Two**

Research question two analyzed the teachers’ perceptions of school climate when social and emotional learning is integrated into curriculum. Teachers stated that teaching about social and emotional learning impacted their experiences by improving communication and accepting differences. When interviewed Benjamin stated, “I think it’s made it quite a bit easier and definitely more effective to talk to students uh about issues and emotions and character growth.” According to Helen, “Having them learn social and emotional skills that are positive rather than the ones that can attract attention…is helpful because they are able to understand that you need to be kind to people.”
Benjamin continued, “These are the things that we should be talking to kids about. When it’s actually part of the curriculum and it’s a um well thought out process that we go through, it ends up making I think the students more accepting of a lot of these things.” Matthew stated, “Giving them opportunities to know and express where they’re at and face the fears and the frustrations that they may be having both inside and outside the classroom, …allows them to take these walls down.”

During the interview Helen also noticed, “You don’t want to victimize people. You have to like want everyone to be included in this kind, caring environment and lift each other up rather than constantly make fun of each other.” Matthew continued, “If they feel like [a situation] can be at least vented, even if it’s no completely resolved in a tangible way, just knowing that they are important enough and valid enough that they can express that and be able to deal with certain things that are coming and going [shows] they’re allowed to have ups and downs with the teacher as well.”

Teachers valued encouraging students to make decisions about behavior more than learning with only 29% always focused on learning goals and 57% always focused on behavioral goals (Figure 3). When surveyed, five of seven teachers always understood how their levels of energy impacted the classroom climate and six out of seven usually honored the social and emotional learning needs of students with one teacher stating students’ social and emotional learning needs were always honored. Teachers recognized how their levels of energy and the students’ levels of energy impacted the classroom climate. Both levels of energy (students’ and teachers’) usually (40%) and always (60%) impacted the climate. Forty percent of the teachers sometimes and usually encouraged students to make decisions about their learning and 40% stated they sometimes
encouraged students to make meaningful goals about their behavior. In addition, 100% of the teachers made positive curriculum choices focused on student outcomes.

![Figure 3](image)

**Figure 3:** Encouraging Behavior and Learning. Comparison of behavior and learning using teachers’ perceptions.

When surveyed about teaching practices 43% always and 57% usually modeled behaviors students should exhibit. Teachers also noted personal development of social and emotional learning with four of seven always working on competency, two of seven usually focusing on competency, and one of seven sometimes developing personal social and emotional learning competency. Teachers understood the importance of self-improvement, because over 85% of the teachers surveyed always reflected on educational practices regarding social and emotional learning competency.

**Research Question Three**

Research question three focused on the key methods of implementation to ensure successful integration of social and emotional learning into curriculum as perceived by
students. CASEL’s five core components were centralized themes for each of the interview questions.

**Self-Awareness**

Self-Awareness is a key principal in social and emotional learning that students must begin to recognize as part of their emotional intelligence. Student 8C expressed the school climate was improved by the teacher’s mood. “She makes us happy. She’s always like ‘Welcome to class. Good morning.’ She knows how to talk about topics and she can make us really feel what we’re actually learning.” Student 8A agrees and said, “Our teacher is very open…[she] made it a lot more comfortable for us because um some topics can be very um touchy for some people. She’s really eased us into a topic and got us comfortable with it.” Students in 6th grade had similar experiences with the teachers of their social and emotional learning program. Student 6D said, “She expects the most of us like she wants us to do better.” Student 6A acknowledged the teacher’s commitment and stated, “She makes us feel and think about honor.”

Students in 7th grade had much more to say about the method of implementation about vocabulary. Many expressed negative feelings toward implementation. One student (7A) stated, “When we has (sic) a new word [the teacher] would put the definition, but then [the teacher] would just say it, then we would say, ‘We still don’t get it.’ and then [the teacher] would just say it again.” Another student (7C) concurred by stating, “Whenever [the teacher] would try to teach us stuff, [the teacher] would like read it straight from the content and not try to like use it in like easier times (sic), so sometimes [we] like struggle to understand what [the teacher] was trying to say.” Student 7B followed, “[The teacher] did help us through a lot of hard, difficult
discussions and moments, so I think [the teacher] still did it in a good way to teach us the best [the teacher] can.” Students understood the importance of developing social and emotional learning vocabulary as a way to become more self-aware.

**Self-Management**

Students learned self-management during the program in a variety of ways. For example, 6B claimed, “I feel like if someone is a trouble-maker it really impacts school, so now they may be have changed like they act better now.” Student 7D expressed, “Before this class I used to like hide my emotions and keep them locked in. I thought like if I have a happy face everything’s going to be okay, but um [the teacher] has taught me that you know it’s okay to have emotions and it’s okay to show them so like that kinda (sic) helped me out a lot.” One student (7E) stated, “First you gotta (sic), like, think about what you’re doing. You just don’t do it like before, so like after you have to like plan it out.” One 8th grade student mentioned, “The basic over all feeling of the class is very easy-going. Whenever you want to speak it’s really easy to, like, manage my emotions. They taught us like how to calm down and I thought that was very valuable.” Students self reported specific instances when social and emotional learning improved their self-management.

**Social Awareness and Relationship Skills**

When interviewed about empathy students were open and offered their perceptions candidly. One student (7B) stated, “Empathy is really important um like you can’t judge before if you don’t know the other person’s story and so that like brings you back to like try to learn their perspective instead of just talking.” Students in 6th grade discussed empathy using real-world examples. Students 6A and 6C stated, “[The teacher]
showed us how to like to be careful” and “[The teacher] shows those characteristics being humble and patience and kindness in class. [The teacher shows empathy to us so we want to show empathy to others.” The 8th grade class implemented literature to explain social and emotional learning. One student (8B) expresses, “[The teacher] showed us some stories about this person’s experience and these questions that they might have that we can relate to or never even thought of so that kind of helps us expand. [The teacher] gives us other point(s) of view like in a story and that really kinda (sic) helps us see another point of view on the subject.” Another classmate (8D) stated, “[The teacher] showed us a video about how kindness can go a long way and how one little action can help someone like all the way across the world. I think it helped us learn that…everyone should be shown kindness.” Empathy is a difficult emotion to integrate into one’s daily life let alone in a classroom filled with diverse opinions and perspectives. Students in the study developed the capacity to be empathetic to others.

**Responsible Decision-Making**

When social and emotional learning is implemented into curriculum 39% of surveyed students felt teachers always encouraged them to reflect on social and emotional learning skills, with 22% stating usually and 33% of students selecting sometimes. This same group of students determined 53% of the time teachers always encouraged them to work hard with 29% selecting usually and 18% stating sometimes. One student wrote, “They always push me to do better until [I] get a perfect score. [T]hey want us kids to be great people.”

Interviewed students stated similar findings. “Whenever I’m mad, I don’t really think, so I found it better to not do anything than to do something I am going to regret
later,” stated student 7C. Student 7E declared, “Ask for feedback before you just jump into it cause if not you don’t know what’s what and don’t bottle up like your feelings about the decision that you’re going to make. Be open to discuss what you’re going to do with other people.” Student (6D) stated, “[The teacher]’s teaching us like which choice is better to like do. Students in 8th grade developed responsibility. Student 8E stated, “It was surprising like how far the responsibility of each one of us has grown and it’s because not because we’re forced to do it because we’re taught that it’s for a purpose. It’s going to pay off. It’s like you shouldn’t always receive something for the work we put in. You do it or you don’t.” Another 8th grade student exclaimed, “I can personally relate to this. I make a lot of questionable decisions um so throughout the year I like hearing all the things [the teacher’s] teaching us. I start questionable decisions and then question my questionable decisions and so I think that’s helping with my own personal growth and to be a more responsible person.” Students need to become intentional in relationship building strategies and techniques, because their realm of influence is only as strong as the relationships that are being built.

**Research Question Four**

Research question four focused on the key methods of implementation to ensure successful integration of social and emotional learning into curriculum as perceived by teachers. Research question four was analyzed using the following themes: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
Self-Awareness

Teachers were asked about how they implemented social and emotional learning to improve students’ knowledge. Benjamin responded, “It was much more about how can I get the kids to buy-in to social and emotional learning? How can I make it fun, make it accessible?” Matthew stated, “Being able to identify what we are a group dynamic, a team…knowing that they matter to the entire team not just their own personal opinions [ends] up helping them see that they do matter.” Helen taught students, “How to communicate what they’re feeling and what they’re thinking and what they’re perceiving versus what is really going on.” All teachers who were interviewed felt the school climate was improved when focused on students’ attitudes. Showing students they were important, repackaging the social and emotional learning content, and discussing further implications of attitudes and behaviors allowed students to become more self-aware.

Self-Management

Teachers positively reported providing structure to effectively reinforce boundaries with three of seven always providing structure and four of seven usually providing structure daily. With percentages that are relatively similar, four of seven always articulated clear, reasonable expectations and three of seven usually did. Teachers found discussing and managing emotions were difficult at first, so they focused on teaching self-management using social and emotional learning through in-class activities. Benjamin stated, “I started by having them talk about the emotions of characters in the book [and] to start being able to identify their own emotions.” Helen used emotion wheels and journaling exercises, readings, and vocabulary building. Matthew believed allowing students to discuss what is going on in their lives will help them get “relief from
having all of that bottled up inside...making the period go more smoothly and they feel a lot stronger.” Students who experience social and emotional learning have the opportunity to learn about self-management. Matthew continued teachers “have [the] responsibility to help them see themselves in a more positive and empowering light.”

With the weight of students’ current and future academic and behavior expectations on teachers’ shoulders, incorporating self-management is a way to teach students to be accountable for their actions.

**Social Awareness and Relationship Skills**

Helen stated, “I think that really helps them be able to better understand themselves, other people around them, and what those people are going through.”

Matthew believed, “Taking care of what matters also ends up helping them to then identify better ways for them to interact with each other, as well as, understand that their relationships with one another do matter even in regard to their own education.”

Benjamin insisted working on “how to deal with others...to have critical conversations with others about things that might be going well or going poorly, but more than anything making sure that they looked forward to that class period every day.” Teachers’ perceptions of social and emotional learning implementation showed students were more accepting of one another’s experiences, about building relationships with others, and taking responsibility when working in groups.

Teachers reported using skits, literature, and group discussions were essential to teaching students relationship skills that built their capacity to feel and show empathy for others. Seventy-one percent of teachers claimed they always created a classroom climate of respect and rapport that allowed students to feel physically and emotionally safe.
Matthew recognized “giving them the chance to actually speak back what they heard and whether or not they could have felt that way as well it almost just brings down the tension, because they’re starting to talk to each other.” Helen and Benjamin used scenarios, skits, and reading selections to discover how one might feel or what one might do if he/she was in a similar situation. Conflict resolution and conversation coaching helped students establish and maintain positive relationships. Helen stated, “Positive relationships were much better coached one on one.” Benjamin believed conflict resolution help[ed] them...be able to see where other people are coming from.” Matthew reminded students that “everyone had their strengths and also everyone has their experiences so that the more that each one of them succeeds, the better the entire class will do.” Implementing intentional activities and coaching using social and emotional learning helped enhance students’ relationship skills.

**Responsible Decision-Making**

Teachers reported students at this age tend to make decisions without realizing the consequences that come with that decision. Helen discussed making wise decisions on time management in order to have less stress and Matthew discussed allowing time to pause and step away for a moment before regretting a decision. One teacher wrote, “I am trying to teach them how to listen to each other, to ask each other meaningful questions, and to reflect on life.” Teaching these techniques as integral to responsible decision-making led to 86% of the teachers sometimes instructing social and emotional learning using life-long tools to relax, 57% usually teaching how to focus, and 71% who always taught students tools to be present.
Summary and Organization of the Study

Chapter IV provided an overview of the findings of the study based upon the responses provided by student and teacher participants who were part of the social and emotional learning program that was integrated into middle school curriculum. Research question one explored students’ perceptions and research question two explored teachers’ perceptions. When analyzing qualitative data, the emergent themes included the following: establishing trust, creating strong comfort levels, and understanding different points of view. Research questions three and four focused on implementation using the five core components of social and emotional learning which are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Chapter V provides discussion of the findings, implications, recommendations for future research, and conclusions of the findings.
CHAPTER V
DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Discussion

The purpose of this phenomenological qualitative study was to explore middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. Middle school students and teachers were the participants. Middle school students were defined as any student in 6th, 7th, or 8th grades who was part of the social and emotional learning program at the research site. Middle school teachers were defined as any teacher who taught social and emotional learning in 6th, 7th, or 8th grade. The methodology employed for this phenomenological study gave voice to students’ and teachers’ perceptions about school climate. The findings of this study addressed four research questions:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

2. How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?

4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?
Of the 18 student participants who responded to the survey 6 were in 6th grade, 7 were in 7th grade, and 5 were in 8th grade. There were 10 female student participants, 7 male participants, and 1 gender-neutral (non gender specific) participant. The teacher participants include 4 male and 2 female teachers who included social and emotional learning in their courses and taught in 6th, 7th, or 8th grade. The participants were selected based upon teaching or learning in a classroom where a social and emotional learning program was integrated into curriculum. Race, gender, ethnicity, age, experience, or ability were not factors that qualified or eliminated a participant. All participants provided valuable insight to the impact social and emotional learning had on school climate when implemented into curriculum.

**CharacterStrong**

CharacterStrong is an organization that provided the advisory curriculum for the study. The advisory program helped transform the climate of the school, because teachers and students began building relationship skills and social awareness and promoting positive interactions. This program was selected for the study, because it focused on cultivating emotional intelligence, social and emotional skills, and encouraged students to develop a stronger identity and purpose.

CharacterStrong trained the researcher and the teacher participants in order to create buy in for the study and provide educators with a foundation of support. CharacterStrong infused social and emotional learning into curriculum to enhance character development in the classroom and on the campus. The research site created a plan for implementation of the program using the CharacterStrong scope and sequence as
a guide (See Appendix K). Founders, John Norlin and Houston Kraft, understood, “When we teach the whole child, the whole school benefits.”

It was essential to understand that in order to have an impact on school climate, programs must be integrated in the classroom daily routine (Elias et al., 2003). Prior to implementation the school community experienced Hurricane Harvey; this impacted the very fabric of the school. Students and teachers had to evacuate. This natural disaster delayed the start of the program and school was essentially restarted after recovery and rebuilding efforts were completed. The social and emotional learning program was implemented in October 2017 and ended in May 2018. In order to complete all of the CharacterStrong advisory lessons, a campus curriculum timeline was created (See Appendix L). Teachers and students experienced 2 lessons each week, reviewed lessons before school holidays, and celebrated at the end of the program.

**Research Question One**

Research question one explored the students’ perceptions of school climate when social and emotional learning was integrated into curriculum. Seventy-seven percent of the students surveyed concluded that teachers who taught social and emotional learning managed the classroom with fairness. Establishing trust with students to begin creating a climate of acceptance and inclusion helped break the barriers of reluctance (Streight, 2013).

Over 85% of the students felt teachers honored the social and emotional needs of the class. Students perceived social and emotional learning as an important part of their growth and development. Students reported feeling safer knowing how to control
emotions and being more aware about what is going on around them. Another student reported being more realistic because of learning to have high expectations.

Students believed teachers were invested in who they were as individuals, because 89% stated teachers made positive choices about student outcomes. These perceptions supported the belief that learning opportunities should provide students with a purpose in the future (Dewey & Creed, 1897). When students believed they could shape the school’s climate, they began to become more engaged in the classroom and school environment. The school environment impacted the students and the students’ social experiences shaped behavior positively, because students were able to adjust behavior according to social and emotional learning (Bandura, 1971). Students’ perceptions supported learning social and emotional skills that increased self-awareness, because students felt competent to learn from past experiences (Nebavi, 2012).

**Research Question Two**

Research question two explored teachers’ perceptions of school climate when social and emotional learning was integrated into curriculum. The research site provided education for the whole child, which created a holistic approach to education during the study (Weissberg & Cascarino, 2013). Eighty percent of teachers reported using social and emotional learning as a life-long learning tool to teach students to be present. Whole child education provided a research site where teachers were able to build character that rewarded positive attitudes and behaviors (Streight, 2015).

Eighty percent of the teachers managed their classrooms with fairness and 100% provided structure and effectively communicated procedures daily. Students who have safe classrooms where procedures are outlined with the understanding that stretching and
growing is okay, builds life-long learners who are willing to fail and learn to triumph (Zins et al., 2004). One teacher reported social and emotional learning taught him to understand the experiences the students brought with them into the class and the way those students filtered their behavior through their experiences ended up being relevant to each and every subject being taught.

Teachers perceived the quality of their classroom experiences after integrated social and emotional learning into curriculum contributed to the climate of the classroom (Cohen et al., 2009). Teachers wanted classrooms filled with students who want to be challenged and who can build positive working relationships with others (Streight, 2015). Using social and emotional learning to create a collaborative climate enhanced the essential connection students have with one another and with the teacher (Weissberg & Cascarino, 2013).

Research Question Three

Research question three explored the students’ perceptions of the methods of implementation of successful integration of social and emotional learning into curriculum. One student wrote, “Learning things like this needs to be held in a safe environment where students can feel comfortable and trust the teacher.” The shift in thinking began when students were engaged in social and emotional learning content on a daily basis. This allowed the classroom climate to become a safe space to learn about CASEL’s five components of social and emotional learning.

Seventy-two percent of the students reported teachers model the behaviors student were supposed to exhibit. Modeling behavior was foundational to implementation of social and emotional learning. Students learned rewards and consequences from
witnessing behaviors that promoted certain responses. In a classroom where social and emotional learning was integrated the frame from which the teacher instructed students, the positive reward and discussion of negative consequences routine was essential to have a lasting impact of social and emotional learning. Building life-long learners was foundational to social and emotional learning. Students concluded being able to learn about social and emotional learning helped them become more organized, created boundaries by knowing personal limits, understanding time, managing stress, and preparing for college.

**Research Question Four**

Research question four explored teachers’ perceptions of the methods of implementation of successful integration of social and emotional learning into curriculum. Eighty percent of teachers concluded creating a consistent managed classroom environment using social and emotional learning techniques. On average, 93% of teachers provided structure, reinforced boundaries, and articulated clear, reasonable expectations daily using social and emotional learning.

Daily methods of operation taught students the importance of education. Teachers, who used daily routines and knowledge of what to expect and what to avoid, provided students with the ability to maneuver through the class period with ease. One teacher reported teaching social and emotional learning allowed her to “see what was happening in the students’ personal lives in their mental states and talk to them about what’s going on and shape the curriculum.” The implementation of social and emotional learning determined whether the curriculum included the intention of teaching the whole
child. Teachers believed consistency in expectations created healthy classroom environments.

Implications

The results of this study have lead to the implications of social and emotional learning impacting school climate. With emphasis placed on the climate of a middle school that implemented a social and emotional learning program and integrated social and emotional learning into curriculum, there were benefits in creating a total immersion of this type of intentional classroom instruction. According to Bridgeland, Bruce, and Hariharan (2013), research supported having a social and emotional learning as a means to creating and sustaining a healthy school climate and positive learning environment. Teachers were role models whose presence had power to shape the minds and behaviors of their students.

Teachers should be mindful of modeling and encouraging health practices for students (Philibert, 2016). Instituting classroom procedures and expectations that were clear and student-focused resulted in students understanding behavior outcomes. According to Bandura (1999), individuals’ ability to reflect upon personal thoughts and actions was attributed to social cognition. To this end, students were self-reflective of cognitive and behavioral functions; this increased their ability to adequately self-examine behavior. These new social and emotional skills gave students the tools to personally manage their emotions to ensure success. Teachers were the exemplars from which students learn, so using social and emotional learning can bridge the gap between desire and results.
Social and emotional learning also impacted school climate by placing the accountability of emotional intelligence on the students. Being self-aware and understanding and managing emotions helped individuals identify when emotions were controlling their actions and motivations. Understanding that emotions were key to creating a school climate that was safe was a determining factor in students’ life-long learning.

Social and emotional learning was a critical component for students who want to be competitive in the future workforce. Social skills, the ability to resolve conflicts, reasoning skills, and demonstrating respect for diverse opinions and input are just a few requirements human resource supervisors are looking for in order to place employees in a position (Bridgeland, Bruce, & Hariharan, 2013). It is the responsibility of schools to teach social and emotional learning alongside of academic skills to produce individuals who are ready for the demands of professionalism, critical thinking, communication, collaboration, and ethical and social decision-making (H.R. 850, 2015).

Another key finding was the power of social and emotional learning had on building positive, lasting relationships. Students and teachers identified strengthened relationships as a result of integrating social and emotional learning into curriculum. The learning was not one-sided and everyone in the program benefited.

Both students and teachers believed social and emotional learning helped to achieve the goal of creating more responsible and caring classrooms. With this in mind, teachers understood the importance of strategically focusing on social and emotional learning in order to enhance the quality of the relationships in and outside of the classroom (Elias, et al., 1997). Relationship building and knowing how to maintain
relationships became critical to the students’ ability to persevere in diverse environments with varied experiences and opinions.

**Recommendations for Future Research**

Due to the decrease in school funding and the increase in curriculum requirements, it is vital to continue to investigate ways schools can combat the notion that social and emotional learning is reserved for elementary aged students and elementary programs. Additional research recommendations include the following:

1. Research reasons why educators begin to have a closed mindset about social and emotional learning in secondary education.
2. Conduct research using academic data that includes correlation to grade point averages and/or standardized test measurements when compared to students in social and emotional learning programs and those who are not.
3. Investigate the complexities of brain function and the impact social and emotional learning has on students’ ability to process.
4. Study the impact social and emotional learning has on students in different sub populations using demographic markers as variables.
5. Create a longitudinal case study of life-long learning that researches the impact social and emotional learning has on a student throughout elementary, middle, high school, and college/career years.

**Concluding Remarks**

This phenomenological qualitative study explored middle school students’ and teachers’ perceptions of integrating social and emotional learning into curriculum. The findings of the study indicated students were receptive to learning about and
incorporating social and emotional learning into their academic and personal lives.

Teachers believed that once they were able to intentionally integrate social and emotional learning into curriculum they began to witness a shift in school climate.

Based on the findings of the focus group interviews, students concluded social and emotional learning was essential for self-awareness, self-management, and relationship skills. Students shared perceptions on the surveys and stated learning about social and emotional learning created comfortable, safe learning environments where they were more willing to express how they were feeling emotionally. Teachers responded by stating social and emotional learning had to be taught on a daily basis in order for students to buy in and understand the importance of these skills. Teachers supported having more discussion about consequences focused on empathy. They realized students were able to empathize with how their actions would make someone else feel. This small change in thinking made the students make responsible decisions that, in turn, made the school climate more mindful of others.

Results in this research study suggested that social and emotional learning positively impacted climate when integrated into curriculum. CASEL’s five components of social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making served as the framework for this study and were the key factors for selecting a social and emotional learning program for the research site.

Overall, this study uncovered the need for integrating social and emotional learning into schools’ curriculum. By conducting research focused on students’ and teachers’ perceptions of social and emotional learning the ability to create a climate of
positivity and comfort made the research site include social and emotional learning as a key component of the skills curriculum. Students and teachers found value in recognizing behaviors that led to acceptable consequences and desirable rewards.

Spevak and Karinch (2006) stated teachers are challenged with finding ways to motivate students to be willing and open to change, so becoming strong practitioners of helping students experience and assess emotions while gaining understanding of emotions to change their perspectives and ability to accept personal responsibility for actions is vital to the future of education. Secondary educational trends were impacted, especially at the research site, because there was a positive outcome in the school climate in a short amount of time with a small pool of the campus population. The challenge remains to continue to research educational programs that will evoke change in educational best practices for the masses.


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doi:10.1177/003172171309500203
Appendices

Appendix A CITI Certificate

Appendix B IRB Approval

Appendix C Parent/Guardian Informed Consent

Appendix D Consentimiento Informado de Padre/Tutor

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Appendix G Survey Questions for Teacher Participants

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Appendix I Guided Protocol for Teacher Participants

Appendix J Guided Protocol for Student Participants

Appendix K CharacterStrong Advisory Curriculum Overview for Grades 6-8

Appendix L CharacterStrong Advisory Curriculum Timeline

Appendix M Grade 6 Interview Transcription

Appendix N Grade 7 Interview Transcription

Appendix O Grade 8 Interview Transcription

Appendix P Teacher Interview Transcription

Appendix Q Student Survey Responses

Appendix R Teacher Survey Responses June 2018

Appendix S Teacher Survey Responses August/September 2018

Appendix T Additional Comments Teacher Surveys (June and August/September) 2018

Appendix U Curriculum Vitae
Appendix A CITI Certificate

This is to certify that:

Dorothy Scrutchin

Has completed the following CITI Program course:

- Human Subjects Research (HSR)  (Curriculum Group)
- COEBS Graduate Students  (Course Learner Group)
- 1 - Basic Course  (Stage)

Under requirements set by:

- Houston Baptist University

Verify at www.citiprogram.org/verify/?we7ee3dac-b852-4614-8014-b444b3c35ed6-21181287
Appendix B IRB Approval

Date: November 15, 2017
To: Dorothy Scrutchin
From: Institutional Review Board Committee
RE: Notification of IRB Action

Protocol Title: Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning into Curriculum

This memorandum is notification that the project referenced above has been reviewed and APPROVED as indicated in Federal regulatory statutes 45CFR46.

PLEASE NOTE:
Upon Approval, the research team is responsible for conducting the research as stated in the exempt application reviewed by the IRB which shall include using the most recently submitted Informed Consent/Assent Forms (Information Sheet) and recruitment materials.

Any changes to the application may cause this project to require a different level of committee review.
Should any changes need to be made, please submit a Modification Form.

Taiya Fabre
Dr. Taiya Fabre
Chair, Institutional Review Board Committee
Appendix C

PARENT/GUARDIAN INFORMED CONSENT

Study Title: Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning into Curriculum

Principal Researcher: Dorothy Scrutchin, M.Ed.

Institution: Houston Baptist University

Dear Parent/Guardian:

My name is Dorothy Scrutchin and I am a doctoral student in the College of Education and Behavioral Sciences at Houston Baptist University. I am asking for your permission to include your child in my study. This consent form will give you the information you will need to understand why this study is being done and why your child is being invited to participate. It will also describe what your child will need to do to participate as well as any known risks, inconveniences or discomforts that your child may have while participating. I encourage you to ask questions at any time. If you decide to allow your child to participate, you will be asked to sign this form and it will be a record of your agreement to participate. You will also be given a copy of this form to keep.

➤ PURPOSE AND BACKGROUND
The purpose of this study is to explore students’ and teachers’ views about learning academics while also learning about social and emotional skills. I am asking your child to be a part of this study because he/she fulfills all of the participant requirements where this study will take place.

➤ PROCEDURES
This study will include your child participating in anonymous online surveys and answering questions during interviews. This study will not require your child to do anything above and beyond what they would normally be doing in class, but instead providing his/her views about the class outside of normal class time. If you choose not to allow your child to participate, s/he will remain in their classroom, but he/she will not be given the surveys or asked interview questions.

As a participant in the study, your child will be given an anonymous online survey at the beginning, middle, and end of the study. Participants will also be interviewed at the beginning and end of the study. It is estimated that the online surveys will take around 15 minutes to complete and the interviews will take from 30-60 minutes. At no time will your child be removed from the class or scheduled to complete surveys or interviews after normal school hours.
➢ **RISKS/DISCOMFORTS**
Your child may feel uncomfortable being asked questions during the interviews or answering survey questions online. Remember, all surveys and interviews will be conducted on campus during normal school hours. Your child may decide to not answer a question at any time. Keep in mind: You are also able to remove your child from the study at any time.

➢ **EXTENT OF CONFIDENTIALITY**
Reasonable efforts will be made to keep the personal information in this study record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. I will conduct the interviews and the online surveys will be sent using Survey Monkey. Any data gathered will be used solely for the purpose of this study. In addition, your child’s name will not be used in any written reports or publications which result from this study, and data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

_The Houston Baptist University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants._

➢ **BENEFITS**
There will be no direct benefit to your child from participating in this study. This means if you grant permission for your child to participate, the grade for his/her courses will not be affected positively or negatively. However, the information gained from this research may help education professionals better understand students’ views about learning academics while also learning about social and emotional skills.

➢ **PAYMENT**
There will be no payment to you or your child as a result of your child taking part in this study.

➢ **QUESTIONS**
If you have any questions or concerns about participation in this study, please contact the principal researcher Dorothy Scrutchin, M.Ed. at (XXX) XXX-XXX or her faculty advisor, Dr. Julie Fernandez at (XXX) XXX-XXX.

If you have questions about your child’s rights as a research participant, you may contact the Houston Baptist University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by emailing irb@hbu.edu or by writing: Institutional Review Board, Office of Research Compliance, Houston Baptist University, 7502 Fondren Road, Houston, Texas 77074.
**DOCUMENTATION OF CONSENT**

I have read this form and decided that my child will participate in the study described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I will discuss this research study with my child and explain the procedures that will take place. I understand I can withdraw my child at any time.

Printed Name of Child, Grade

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Signature of Person Obtaining Consent

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Appendix D (SPANISH)

CONSENTIMIENTO INFORMADO DE PADRE/TUTOR

Título de Estudio: Percepciones de los Estudiantes y Profesores de secundaria de la Integración de Aprendizaje Social y Emocional en el Currículo

Investigadora Principal: Director de Doctor de Educación en Liderazgo Ejecutivo Educacional:
Dorothy Scrutchin, M.Ed. Dr. Dianne Reed

Institución:
Houston Baptist University

Estimado Padre/Tutor:

Mi nombre es Dorothy Scrutchin y soy estudiante de doctorado en la Facultad de Educación y Ciencias del Comportamiento en la Universidad Houston Baptist. Pido su permiso para incluir a su hijo/a en mi estudio. Este formulario de consentimiento le dará la información necesaria para entender por qué este estudio se está haciendo y por qué su hijo/a es invitado a participar. También se describirá lo que su hijo/a tendrá que hacer para participar así como los riesgos, inconvenientes o molestias que su niño pueda tener durante su participación. Le animo a hacer preguntas en cualquier momento. Si usted decide permitir que su hijo/a participe, se le pedirá que firme esta forma y será un registro de su acuerdo para participar. También se le dará una copia de este formulario.

➢ PROPÓSITO Y ORIGEN
El propósito de este estudio es explorar las opiniones de los estudiantes y profesores sobre el aprendizaje académico y también aprender sobre las habilidades sociales y emocionales. Pido a su hijo/a ser parte de este estudio porque él/ella es un estudiante de secundaria en la escuela donde este estudio se llevará a cabo.

➢ PROCEDIMIENTO
En este estudio su hijo/a participara en encuestas anónimas y contestara preguntas durante entrevistas. Este estudio no requiere que su hijo/a haga nada más allá de lo que normalmente haría en clase, pero proveerá opiniones acerca de la clase fuera del horario de clase normal. Si no desea permitir que sus hijo/a participe, ellos permanecerán en el salón, pero no se le dará las encuestas o entrevista.

Como participante en el estudio, su hijo/a recibirá una encuesta en línea anónima al principio, en medio y final del estudio. Los participantes también serán entrevistados al principio y al final del estudio. Se estima que las encuestas en línea se llevarán alrededor de 15 minutos para completar y las entrevistas se llevarán de 30 a 60 minutos. En
ningún momento su hijo/a será retirado/a de la clase o programado/a para completar entrevistas o encuestas después de horas de escuela.

➢ RIESGOS/INCOMODIDADES
Su hijo/a puede sentirse incómodo/a al hacerle preguntas durante las entrevistas o contestar preguntas de la encuesta en línea. Recuerde que todas las encuestas y entrevistas se realizarán en el campus durante el horario escolar. Su hijo/a puede decidir no responder a una pregunta en cualquier momento. Tenga en cuenta: también puede usted sacar a su hijo/a del estudio en cualquier momento.

➢ GRADO DE CONFIDENCIALIDAD
Se harán esfuerzos razonables para mantener la información personal en el record de estudio privado y confidencial. Cualquier información identificable obtenida en relación con este estudio se mantendrá confidencial y será revelada solamente con su permiso o como sea requerido por la ley. Llevaré a cabo las entrevistas y las encuestas en línea y se enviarán por Survey Monkey. Los datos recolectados se utilizarán únicamente con el propósito de este estudio. Además, no se utilizará el nombre de su hijo/a en informes escritos o publicaciones que resulten de este estudio, y los datos se mantendrán durante tres años (por regulaciones federales) después de completar el estudio y luego los destruirán.

La oficina de Cumplimiento de Investigación de la Universidad Houston Baptist (OCR) puede acceder los datos. El ORC monitorea estudios para proteger los derechos y el bienestar de los participantes en la investigación.

➢ BENEFICIOS
No habrá beneficios directos a su hijo/a por participar en este estudio. Esto quiere decir que si usted da permiso para que su hijo/a participe, su grado de sus materias no será afectado/a ni positivamente ni negativamente. Sin embargo, la información obtenida de esta investigación puede ayudar a profesionales de la educación mejor entender los puntos de vista de estudiantes sobre el aprendizaje académico y también aprender sobre habilidades sociales y emocionales.

➢ PAGO
No habrá ningún pago a usted o a su hijo/a como resultado de participar en este estudio.

➢ PREGUNTAS
Si usted tiene preguntas o inquietudes de la participación en el estudio, por favor contacte a la investigadora principal Dorothy Scrutchin, M.Ed. al (XXX) XXX-XXX o su consejera, Dr. Julie Fernandez al (XXX) XXX-XXX.
Si usted tiene preguntas sobre los derechos de su hijo/a como participante de la investigación, puede comunicarse con el Comité de Revisión Institucional de la Universidad Houston Baptist. (IRB), que se refiere a la protección de los voluntarios en proyectos de investigación. Puede hablar a la oficina del comité entre 8:00 am y 5:00 pm, del lunes al viernes, enviándo un correo electrónico a irb@hbu.edu o escribiendo: Institutional Review Board, Office of Research Compliance, Houston Baptist University, 7502 Fondren Road, Houston, Texas 77074.
DOCUMENTACION DE CONSENTIMIENTO

He leído este formulario y he decidido que mi hijo/a participe en el estudio descrito anteriormente. Sus propósitos generales, las indicaciones de la implicación y riesgos posibles han sido explicados a mi satisfacción. Discutiré este estudio de investigación con mi hijo/a y explicare los procedimientos que se llevarán a cabo. Entiendo que puedo retirar a mi hijo/a en cualquier momento.

____________________________
Nombre Impreso del Niño/a, Grado

____________________________
Nombre Impreso del Padre/Tutor Firma del Padre/Tutor Fecha

____________________________
Firma de la Persona que recibe el Consentimiento Fecha
Appendix E

STUDENT ASSENT FORM

My name is Dorothy Scrutchin, M.Ed. and I am a graduate student at Houston Baptist University. I am conducting a research study titled Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning into Curriculum. The purpose of this study is to explore students’ and teachers’ views about learning academics while also learning about social and emotional skills. I am asking you to be a part of this study because you are a middle school student who fulfills all of the participant qualifications where the study will take place.

If you want to be a participant in this study, you will be asked to complete anonymous online surveys and take part in interviews. This study will take place during the normal school day as part of your normal schoolwork. I will schedule the surveys and interviews during school hours as well. If you decide to participate, please note that the grade for your courses will not be affected positively or negatively.

Please talk about this study with your parents before you decide if you want to be a participant. I will also ask your parents to give their permission. Even if your parents grant permission for you to be in the study, you are able to make the final decision about whether or not to participate. Keep in mind: you may also stop being in this study at any time.

You may ask me any questions about this study at anytime. I can be reached at (XXX) XXX-XXX or scrutchind@hbu.edu. Please check the appropriate box below. Returning this form is a requirement, even if you decide not to participate.

I would like to be a participant in this study.

I DO NOT want to be a participant in this study.

__________________________________________
PRINT your name

Date

__________________________________________
SIGN your name

Date

__________________________________________
Signature of Person Obtaining Consent

Date
Appendix F

TEACHER INFORMED CONSENT

Study Title: Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning into Curriculum

Principal Researcher: Dorothy Scrutchin, M.Ed.

Director of Doctor of Education in Executive Educational Leadership: Dr. Dianne Reed

Institution: Houston Baptist University

Dear Middle School Teacher:

My name is Dorothy Scrutchin and I am a doctoral student in the College of Education and Behavioral Sciences at Houston Baptist University. I am asking for your permission to include you in my study. This consent form will give you the information you will need to understand why this study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. I encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form and it will be a record of your agreement to participate. You will also be given a copy of this form to keep.

➢ PURPOSE AND BACKGROUND
The purpose of this study is to explore students’ and teachers’ views about learning academics while also learning about social and emotional skills. I am asking you to be a part of this study because you are a middle school teacher who fulfills all of the qualifications to be a participant where this study will take place.

➢ PROCEDURES
This study will include participating in anonymous online surveys and answering questions during interviews. This study will not require you to do anything above and beyond what you would normally be doing in class, but instead providing your views about the class outside of normal class time. If you choose not to participate, you will not be given the surveys or asked interview questions. Please note the normal professional development workshops and lessons scheduled for your courses will still be mandatory.

As a participant in the study, you will be given an anonymous online survey at the beginning, middle, and end of the study. Participants will also be interviewed at the beginning and end of the study. It is estimated that the online surveys will take around 15 minutes to complete and the interviews will take from 30-60 minutes.
➢ **RISKS/DISCOMFORTS**
You may feel uncomfortable being asked questions during the interviews or answering survey questions online. Remember, all surveys and interviews will be conducted on campus during normal school hours. However, if you are uncomfortable answering any of these survey or interview questions, you may leave them blank or ask to skip that interview question. Keep in mind: You are also able to remove yourself from the study at any time.

➢ **EXTENT OF CONFIDENTIALITY**
Reasonable efforts will be made to keep the personal information in this study record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. I will conduct the interviews and the online surveys will be sent using Survey Monkey. Any data gathered will be used solely for the purpose of this study. In addition, your name will not be used in any written reports or publications which result from this study, and data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

*The Houston Baptist University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.*

➢ **BENEFITS**
There will be no direct benefit to you from participating in this study. However, the information gained from this research may help education professionals better understand teachers’ views about teaching academics while also teaching about social and emotional skills.

➢ **PAYMENT**
There will be no payment to you as a result of taking part in this study.

➢ **PARTICIPATION IS VOLUNTARY**
You do not have to be in this study if you do not want to. You may also refuse to answer any questions you do not want to answer. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to which you are otherwise entitled.

➢ **QUESTIONS**
If you have any questions or concerns about participation in this study, please contact the principal researcher Dorothy Scrutchin, M.Ed. at (XXX) XXX-XXX or her advisor, Dr. Julie Fernandez at (XXX) XXX-XXX.

If you have questions about your rights as a research participant, you may contact the Houston Baptist University Institutional Review Board (IRB), which is concerned with
the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (XXX) XXX-XXX or by writing: Institutional Review Board, Office of Research Compliance, Houston Baptist University, 7502 Fondren Road, Houston, Texas 77074.
DOCUMENTATION OF CONSENT
I have read this form and decided that I will participate in the study described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

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Appendix G

Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning Into Curriculum

Survey Questions for Teacher Participants:

**Likert Scale:** 5-Always, 4-Usually, 3-Sometimes, 2-Rarely, 1-Never

1. I understand how levels of my energy impact the classroom climate.
2. I understand how levels of students’ energy impact the classroom climate.
3. I teach my students the life-long learning tools to relax.
4. I teach my students the life-long learning tools to focus.
5. I teach my students the life-long learning tools to be present.
6. I provide structure and effectively communicate procedures with students daily.
7. I provide structure and effectively communicate protocols with students daily.
8. I provide structure and effectively reinforce boundaries with students daily.
9. I articulate clear, reasonable expectations for my students.
10. I manage my classroom with consistency.
11. I manage my classroom with fairness.
12. I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about learning.
13. I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about behavior.
14. I honor the social and emotional learning needs of my students by including the components of social and emotional learning in my curriculum.
15. I create a classroom climate of respect and rapport in which my students feel emotionally safe.
16. I create a classroom climate of respect and rapport in which my students feel physically safe.

17. I make positive curriculum choices focused on student outcomes.

18. I model the behaviors I want my students to exhibit.

19. I reflect on my practices as an educator regarding social and emotional learning competency.

20. I work hard to develop my social and emotional learning competency.

**Open Ended**

1. How are you teaching your students to use the core competencies of social and emotional learning?

2. How has implementing social and emotional learning impacted your class?

3. What is the most essential activity or professional development workshop needed in order to effectively implement and teach social and emotional learning?

4. What areas of concerns do you have with implementing and teaching social and emotional learning?
Appendix H

Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning Into Curriculum

Survey Questions for Student Participants:

**Likert Scale:** 5-Always, 4-Usually, 3-Sometimes, 2-Rarely, 1-Never

1. I understand how my teachers’ levels of energy impact the classroom climate.
2. I understand how my levels of energy impact the classroom climate.
3. I have learned the life-long learning tools to relax.
4. I have learned the life-long learning tools to focus.
5. I have learned the life-long learning tools to be present.
6. My teacher provides structure and effectively communicates procedures daily.
7. My teacher provides structure and effectively communicates protocols daily.
8. My teacher provides structure and effectively reinforces boundaries daily.
9. My teacher states clear, reasonable expectations for me.
10. My teacher manages the classroom with consistency.
11. My teacher manages the classroom with fairness.
12. My teacher encourages me to make decisions about my own learning by setting specific, measurable goals about learning.
13. My teacher encourages me to make decisions about my own learning by setting specific, measurable goals about behavior.
14. My teacher honors the social and emotional learning needs of the class by including social and emotional learning.
15. My teacher creates a classroom climate of respect where I feel emotionally safe.

16. My teacher creates a classroom climate of respect where I feel physically safe.

17. My teacher makes positive choices about student outcomes.

18. My teacher models the behaviors I am supposed to exhibit.

19. My teacher encourages me to reflect on my social and emotional learning skills.

20. My teacher encourages me work hard to develop my social and emotional learning skills.

Open Ended

1. How has your teacher taught you to use social and emotional learning?

2. How has learning about social and emotional learning impacted you?

3. What is the most important activity or lesson you were taught about social and emotional learning?

4. What areas of concern do you have with learning about and using social and emotional learning?
Appendix I

Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning Into Curriculum

Primary Research Questions

The researcher focused on the following primary research questions as a basis for framing the research:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

2. How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?

4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

Guided Protocol

TEACHER Participants:

The researcher focused on the following interview questions as a basis for discovering teachers’ perceptions:

RQ2: How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
A. How has teaching about social and emotional learning impacted your school experience?

RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

A. How have you implemented the five core components of social and emotional learning in your skills class to improve students’ knowledge?

B. How have you implemented the five core components of social and emotional learning in your skills class to improve students’ attitudes?

C. How have you implemented the five core components of social and emotional learning in your skills class to help students understand and manage emotions?

D. How have you implemented the five core components of social and emotional learning in your skills class to help students set and achieve positive goals?

E. How have you implemented the five core components of social and emotional learning in your skills class to help students feel and show empathy for others?

F. How have you implemented the five core components of social and emotional learning in your skills class to help students establish and maintain positive relationships?

G. How have you implemented the five core components of social and emotional learning in your skills class to help students make responsible decisions?
Appendix J

Middle School Students’ and Teachers’ Perceptions of Integrating Social and Emotional Learning Into Curriculum

Primary Research Questions

The researcher focused on the following primary research questions as a basis for framing the research:

1. How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
2. How are teachers’ perceptions of school climate impacted when a social and emotional learning programs is integrated into curriculum?
3. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by students?
4. What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

Guided Protocol

STUDENT Participants:

The researcher focused on the following interview questions as a basis for discovering students’ perceptions:

RQ1: How are students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

A. How has your skills class impacted your self-awareness?
B. How has your skills class impacted your self-management?
C. How has your skills class impacted your social awareness?

D. How has your skills class impacted your relationship skills?

E. How has your skills class impacted your decision-making?

F. How has learning about social and emotional learning impacted your school experience?

RQ3: **What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate and culture as perceived by students?**

   A. How has your teacher implemented the five core components of social and emotional learning in your skills class to improve students’ knowledge?
   
   B. How has your teacher implemented the five core components of social and emotional learning in your skills class to improve students’ attitudes?
   
   C. How has your teacher implemented the five core components of social and emotional learning in your skills class to help students understand and manage emotions?
   
   D. How has your teacher implemented the five core components of social and emotional learning in your skills class to help students set and achieve positive goals?
   
   E. How has your teacher implemented the five core components of social and emotional learning in your skills class to help students feel and show empathy for others?
   
   F. How has your teacher implemented the five core components of social and emotional learning in your skills class to help students establish and maintain positive relationships?
   
   G. How has your teacher implemented the five core components of social and emotional learning in your skills class to help students make responsible decisions?
## Advisory Curriculum Overview for Grades 6-8

### 6th Grade

<table>
<thead>
<tr>
<th>Lessons 1-5</th>
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</thead>
<tbody>
<tr>
<td>Community Building</td>
</tr>
<tr>
<td>Intro Personality vs Character</td>
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<tr>
<td>Introduce the 8 Essentials</td>
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<td>Kindness</td>
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**Lessons 6-10**

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<tr>
<th>Kindness</th>
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<tbody>
<tr>
<td>Habit Development</td>
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<td>Community Building</td>
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<td>Goal Setting</td>
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**Lessons 11-15**

<table>
<thead>
<tr>
<th>Growth Mindset Overview</th>
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<tbody>
<tr>
<td>Introduction to Mindfulness</td>
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<tr>
<td>Community Building</td>
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<tr>
<td>CharacterStrong Video</td>
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<td>Role Models</td>
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**Lessons 16-20**

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<tr>
<th>Patience</th>
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<tr>
<td>Community Building</td>
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<tr>
<td>Introduction to Gratitude</td>
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<tr>
<td>School Service Project</td>
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<td>Mindfulness</td>
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**Lessons 21-25**

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<th>Honesty</th>
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<tbody>
<tr>
<td>Community Building</td>
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<tr>
<td>CharacterStrong Spotlight</td>
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<tr>
<td>Gratitude Experiment</td>
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<td>Emotional Intelligence</td>
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**Lessons 26-30**

<table>
<thead>
<tr>
<th>The Law of the Harvest</th>
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<tr>
<td>Community Building</td>
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<td>School Service Project</td>
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**Lessons 31-35**

<table>
<thead>
<tr>
<th>CharacterStrong Spotlight</th>
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<tr>
<td>Introduction of Class Reflection</td>
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<td>Class Reflection</td>
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<td>Closure Activity</td>
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### 7th Grade

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<tbody>
<tr>
<td>Community Building</td>
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<tr>
<td>Intro Personality vs Character</td>
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<tr>
<td>Introduce the CharacterDare</td>
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<tr>
<td>Personality Challenge</td>
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**Lessons 6-10**

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<tr>
<th>Respect</th>
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<td>Goal Setting</td>
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**Lessons 11-15**

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<tr>
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<td>School Service Project</td>
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<td>Community Building</td>
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<td>CharacterStrong Video</td>
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**Lessons 16-20**

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<tr>
<th>Leadership</th>
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<td>Honesty</td>
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**Lessons 21-25**

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<td>Gratitude Experiment</td>
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<td>Emotional Intelligence</td>
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**Lessons 26-30**

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<td>Asking for Feedback</td>
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<td>CharacterStrong Video</td>
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**Lessons 31-35**

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<th>Community Building</th>
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<tr>
<td>Introduction of Class Reflection</td>
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<td>Class Reflection</td>
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<td>Closure Activity</td>
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### 8th Grade

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<td>Habit Development</td>
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<tr>
<td>Introduce the CharacterDare</td>
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<tr>
<td>Grit</td>
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<tr>
<td>Commitment</td>
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**Lessons 6-10**

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<tr>
<td>Goal Setting</td>
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<td>Community Building</td>
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<td>Mindfulness</td>
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**Lessons 11-15**

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<td>School Service Project</td>
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<td>Community Building</td>
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<td>Growth Mindset</td>
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**Lessons 16-20**

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<td>Community Building</td>
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<td>Selflessness</td>
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**Lessons 21-25**

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<td>Community Building</td>
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<td>CharacterStrong Spotlight</td>
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**Lessons 26-30**

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<td>Character Reflection</td>
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<td>CharacterStrong Spotlight</td>
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**Lessons 31-35**

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<td>Debates</td>
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<td>Closure Activity</td>
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Appendix L

CharacterStrong Advisory Curriculum Timeline
2017-2018

*Quarter 2*
Lesson 1 and 2-October 16-20
Lesson 3 and 4-October 23-27
Lesson 5 and 6-October 30-November 3
Lesson 7 and 8-November 6-9
Lesson 9 and 10-November 13-17
Lesson 11 and 12-November 27-December 1
Lesson 13 and 14-December 4-8
Lesson 15-December 11-15

**December 18-19 Summary Week (Review Lessons 1-15 or do a supplemental lesson)**

*Quarter 3*
Lesson 16 and 17-January 8-12
Lesson 18 and 19-January 16-19
Lesson 20 and 21-January 22-26
Lesson 22 and 23-January 29-February 2
Lesson 24 and 25-February 5-9
Lesson 26 and 27-February 12-16
Lesson 28 and 29-February 19-23
Lesson 30-February 26-March 2

**March 5-9 Summary Week (Review Lessons 16-30 or do a supplemental lesson)**

*Quarter 4*
Lesson 31-March 19-23
Lesson 32-March 26-30
Lesson 33-April 2-6
Lesson 34-April 9-13
Lesson 35-April 16-20

**April 23-27 Summary Week (Review Lessons 31-35 or do a supplemental lesson)**

**CHARACTERSTRONG CELEBRATION WEEK**
April 30-May 4
Appendix M
Grade 6 Interview Transcription

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
A. How has your class impacted your self-awareness? Self-Awareness is the ability to accurately recognize one’s emotions and thoughts and their influence on behavior.

<table>
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<tr>
<th>STUDENT</th>
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<tbody>
<tr>
<td>6A: Well it makes me want to more perfect, I mean more careful cause like I used to not like be careful about what I say and hurt someone's feelings and I am more careful about what I say so that it might not hurt the person I am talking to</td>
</tr>
<tr>
<td>6B: Like everything she teaches us I like already knew so it's not really like apply 'em cause I already use them in a way (mumbled)</td>
</tr>
<tr>
<td>6C: Uh it's like you feel more uh attentive of what you're doing or what you're giving like as you're growing up you feel different things uh you're kinda your mind changes so you think differently so you have to be aware Ha like before I used to be like not really care about what I do but now during skills it like changed my whole mindset about what I do</td>
</tr>
<tr>
<td>6D: NO RESPONSE</td>
</tr>
<tr>
<td>6E: NO RESPONSE</td>
</tr>
</tbody>
</table>

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
B. How has your class impacted your self-management? Self-Management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>6A: Well now if someone hurts me I feel like I won't like my feelings won't get hurt easily cause I am able to manage to get my feelings and know how to cry like now I know when to cry but like if someone hurts me mentally it won't hurt me that much</td>
</tr>
</tbody>
</table>
6B: I feel like every like student in the class (mumbles) I guess or think about them I mean I'm pretty sure everyone in the class like maybe you don't think someone's as fun or as funny then you're (mumbles) or like have different feelings for everyone cause if you feel the same like if I feel like everybody here was just funny then like the whole class would be funny and won't get work done or if it's boring you know we'll be dedicated (mumbles)

6C: Um I learned some management of like physical things so like your hygiene so just like physical things like keeping your room clean cause like it will affect how you feel let's say like you don't clean your room it will make you feel like more tired and like uh like I don't want to do anything but if it's clean it helps your mindset be like ok so everything's clean everything's organized and you feel more ready and prepared

6D: NO RESPONSES
6E: NO RESPONSES
7:10 end

*RQ1: **How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?**

C. How has your class impacted your social awareness? Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

RESPONSES

6A: It makes you a better person, because you like you know like how people feel like they are coming from like if they are talking in front of like many people they know that they will get nervous and like they might cry or (mumbles) like they can't do it someone might say like, "Oh, my gosh. or like "There's no talking." So I know how they feel, so I tried to be gentle.

6B: no responses

6C: Um, so we recently learned about puberty and like how our mindset changes and how we should be more aware of who we talk to and, and who we trust, so like, like since we are going through puberty it changes our mindset to like be careful who you tell all of your little secrets with

6D: no responses
6E: no responses
9:15 end
**RQ1:** How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

D. How has your class impacted your relationship skills?
Relationship Skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

**RESPONSES**

| 6A  | Um so my teacher showed me that making health relationships is good because like, like if you make a healthy relationship with this person you can tell them your secrets and um how your life is and they can like um tell you like goals they have in life |
| 6B  | I think I just became like a lot more comfortable with my friends 'n stuff about like sharing secrets and talking and that |
| 6C  | I learned how in skills class how we can like we all have to act the same and like be comfortable with sharing with each other because that will maintain a great relationship, because if we don't trust each other or if we don't listen to each other it's not going to be a good relationship |
| 6D  | Like we are all unique. We don't have to be in a separate group. So we can like all be together. |
| 6E  | Well like um our skills classes like probably like one of my favorite classes just cause it like teaches you useful things like uh like in relationships like what to do to have healthy relationships like not trip and not mess it up |

11:03 end

**RQ1:** How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

E. How has your class impacted your decision-making?
Decision-Making is the ability to make constructive and respectful choices about personal behavior and social interactions.

**RESPONSES**

| 6A  | No Responses |
| 6B  | No Responses |
6C: Um, I think in skills class we learn a lot about how to change our behavior because there may be sometimes when the whole class is not like really um working together to (laughs) be like um quiet to like you can tell how the teacher feels on how like we're not listening to her so like you can tell it's gonna effect someone so it's just the same thing if we were doing it in real life

6D: No Responses
6E: No Responses
11:54 End

**RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?**

F. How has learning about social and emotional learning impacted your school experience?

**Responses**

6A: Understanding how to manage your emotions helps me because like I know how to react to like when someone who reacts like that family or mumbles)

6B: I only trust four people.

6C: Um it helps me like for around the school it's help me like because I've learned that I can trust many people there's a lot of really good students here that I can trust it doesn't really matter what grade they're in but I just have a lot of people to trust and to talk to including the teachers

6D: Like it helps you, it helps like manage my emotions more, especially like in Bros Inc., um how we speak to each other and like understand each other

6E: No Responses
13:16 End
**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

A. How has your teacher implemented the five core components of social and emotional learning in your class to improve students’ knowledge?

<table>
<thead>
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<th>RESPONSES</th>
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<tbody>
<tr>
<td>6A: She is also she’s also like oh very um like very happy so it makes us cheer up um like because since she's the teacher and she's like the um one teaching us so she makes us feel and think about honor</td>
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<tr>
<td>6B: She’s not like one of the teachers that she has patience with us</td>
</tr>
<tr>
<td>6C: So our skills teacher she has a lot of self-management so during class she always has everything ready and prepared and organized so I guess it inspires us to be like her to be more organized to be more prepared and like more self-management prepared</td>
</tr>
<tr>
<td>6D: She expects the most of us like she wants us to do better</td>
</tr>
<tr>
<td>6E: NO RESPONSES</td>
</tr>
<tr>
<td>15:32 end</td>
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</table>

B. How has your teacher implemented the five core components of social and emotional learning in your class to improve students’ attitudes?

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<thead>
<tr>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>6A: Like um she said she's always ready so that makes us like be more organized even if (mumbles) we are already organized she would be like always prepared and always ready for like whatever it seems in the future</td>
</tr>
<tr>
<td>6B: No Responses</td>
</tr>
<tr>
<td>6C: She always like controls her emotions so she's not like some, not here, but like some other teachers around that they get pretty angry like very easily so they like start yelling at the kids but our skills teacher is not like that so she's not rude to us or anything like that so that does not make us angry or anything it brings us the opposite so like happy and cheerful</td>
</tr>
<tr>
<td>6D: No Responses</td>
</tr>
<tr>
<td>6E: No Responses</td>
</tr>
<tr>
<td>16:33 End</td>
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</tbody>
</table>
**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

C. How has your teacher implemented the five core components of social and emotional learning in your class to help students understand and manage emotions?

<table>
<thead>
<tr>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>6A: Well for example I have seen like the other my classmates to like (mumbles) their parents have it like hard when she teaches them like how to control their friends by not crying or not showing their the people that are hurting them he or she because if they do that they'll keep hurting them he or she will</td>
</tr>
<tr>
<td>6B: I feel like if someone is a trouble-maker it really impacts school so now they maybe have changed like they act better now</td>
</tr>
<tr>
<td>6C: No Responses</td>
</tr>
<tr>
<td>6D: No Responses</td>
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<tr>
<td>6E: No Responses</td>
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</tbody>
</table>

18:00 end

**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

D. How has your teacher implemented the five core components of social and emotional learning in your class to help students set and achieve positive goals?

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A: Like she always has goals every day to achieve them like um manage the um topic that she does and so that cheers and inspires us to finish our homework on time too and to like raise our hands and participate in things</td>
</tr>
<tr>
<td>6B: No Responses</td>
</tr>
<tr>
<td>6C: So I have a good answer for this one so she taught us on one kind of goal she calls them SMART goals and they specific, measurable, achievable, realistic, and timely so that helps us like organize and makes us have good goals and</td>
</tr>
<tr>
<td>6D: No Responses</td>
</tr>
<tr>
<td>6E: No Responses</td>
</tr>
</tbody>
</table>

19:00 end
**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

E. How has your teacher implemented the five core components of social and emotional learning in your class to help students feel and show empathy for others?

RESPONSES

6A: So we did talk about that about being waiters and she showed us how to like to be careful and if you were an actual waiter you would do things that you wouldn't do that you wouldn't tell other people things that you could do for yourself and just so um just so um showed us the last few weeks we have been working on puberty and how we should take care of ourselves and are healthy

6B: No RESPONSES

6C: So we did a whole lesson on being humble and patience and kindness and all those sorts of things so she always shows, shows those characteristics in the class so it's like you get so like when we see it we want to do it also. But like she's always the kind to us like she doesn't get angry. So um she shows us that because she shows empathy to us so we want to show empathy to others

6D: NO RESPONSES

6E: NO RESPONSES

20:22 end

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

F. How has your teacher implemented the five core components of social and emotional learning in your class to help students establish and maintain positive relationships?

QUESTION SKIPPED BY INTERVIEWER

STUDENT (NO RESPONSES)

6A

6B

6C

6D

6E
**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

G. How has your teacher implemented the five core components of social and emotional learning in your class to help students make responsible decisions?

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>6A: No Responses</td>
</tr>
<tr>
<td>6B: No Responses</td>
</tr>
<tr>
<td>6C: So again with the SMART goals it doesn't that helps us not like make not so smart decisions so like the SMART goals they help us you know make them reasonable for what our goal is and not for us to make not so really smart (mumbles)</td>
</tr>
<tr>
<td>6D: She's teaching us like which choice is better to like do</td>
</tr>
<tr>
<td>6E: No Responses</td>
</tr>
</tbody>
</table>

21:14 end

<table>
<thead>
<tr>
<th>What additional comments do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT QUESTIONS COMMENTS COMMENTS COMMENTS</td>
</tr>
<tr>
<td>6A Is it easy to be a doctor degree? She's a really good teacher, because she makes a lot of patience. Like she doesn't care if one student needs a lot more help she helps them Are we the first people (mumbles) to do this?</td>
</tr>
<tr>
<td>6B Why are we doing this? In the beginning you said about Mrs. Scrutchin and graduation... So wait, does that have something to do with Martin Luther, like we call him Dr. King Doesn't she already know our names?</td>
</tr>
<tr>
<td>6C NONE</td>
</tr>
</tbody>
</table>

21:14 end
<table>
<thead>
<tr>
<th>6D</th>
<th>It did not change me.</th>
<th>If I am being honest the class is sort of boring, cause like the stuff that she's teaching you is kind of logical your like well obviously you're like going to have to do it, right so then whenever you just like go to the class well I know like I know I have to do it and I know like you're supposed to do it so it's not really useful</th>
<th>Is Mrs. Scrutchin going to hear this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6E</td>
<td>NONE</td>
<td>Group Conversation about the longest paper they have ever written. Different students all chiming in at different times.</td>
<td>---</td>
</tr>
</tbody>
</table>
Appendix N
Grade 7 Interview Transcription

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

A. How has your class impacted your self-awareness?
Self-Awareness is the ability to accurately recognize one’s emotions and thoughts and their influence on behavior.

<table>
<thead>
<tr>
<th>RESPONSES</th>
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</thead>
<tbody>
<tr>
<td>7A: Um so I don't know if this is like right or something but my class um they actually like to be myself and like sometimes I'm talkative but like I like to some people I'm just like oh like like they give me advice so like I can just calm down like I'm aware of what I'm doing wrong (mumbles)</td>
</tr>
<tr>
<td>7B: Now that we're learning in sex ed that there was this one part that we were talking about like media type like you can be exposed and you know all that like that got me thinking not to post anything just random like be careful with what you post because people like will go after you and stuff</td>
</tr>
<tr>
<td>7C: NO RESPONSES</td>
</tr>
<tr>
<td>7D: NO RESPONSES</td>
</tr>
<tr>
<td>7E: Um something similar to what A said, um mine is like um so it's like our skills teacher has taught us so much different words that now I know like how I should react and what like how the words can describe me as a person how like make sure I know what I'm doing instead of just doing dumb stuff</td>
</tr>
</tbody>
</table>

6:09 end
*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?*

B. How has your class impacted your self-management? Self-Management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.

<table>
<thead>
<tr>
<th>RESPONSES</th>
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</thead>
<tbody>
<tr>
<td>7A: Um for my class sometimes get frustrated a lot and like mad not like mad but like really frustrating with stuff like that so like I really stressed out and um they would just like “Oh, calm down like it's all going to be okay like just try to find methods that like to help you out</td>
</tr>
<tr>
<td>7B: no response</td>
</tr>
<tr>
<td>7C: no response</td>
</tr>
<tr>
<td>7D: no letter-voice sounds like D: now that we are pretty comfortable with each other because most of the class has been together for like two years like we all take advice from each other we don’t like (mumbles) so yeah</td>
</tr>
<tr>
<td>7E: no response</td>
</tr>
<tr>
<td>7:02 end</td>
</tr>
</tbody>
</table>

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?*

C. How has your class impacted your social awareness? Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A: No Responses</td>
</tr>
</tbody>
</table>
7B: Um I think it's my first year I entered and everyone I've gotten close to most of the people here and so in skills it taught me to be more social and instead of staying quiet and shy go to try to make friends I guess and it like helped me a lot get to close relationships that I have now that I didn't have before.

7C: No Responses

7D: Ok, so because our class is like so integrated so like we are like very used to each other and so (laughs) like we don't really I don't know we are very out open about our feelings so like we just uh kind of like speak out.

7E: No Responses

8:33 end

*Student responded in background-no letter-inaudible

"without judgment"

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

D. How has your class impacted your relationship skills? Relationship Skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

RESPONSES

7A: Um, um, so I guess since we've gotten closer to each other like anytime like Oh I might be mad or sad or happy cause this happened they will just understand what happened and not be like Why you happy for that or why you mad for that
7B: Ok, so we learned a lot of key ‘ponents’ that you need to keep in a relationship for example like trust and so that like taught me that if I want someone to trust me I need to trust them and that trust is like very big and so I should lose that I should keep it if I want to maintain a relationship. And also to be respectful like, like keep, our skills teacher taught us different words that describe what a relationship is and so that taught me about the relationships that I have

7C: No responses

7D: No responses

7E: No responses

*R No letter "they will like respect what you're going through"

10:06 end

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

E. How has your class impacted your decision-making? Decision-Making is the ability to make constructive and respectful choices about personal behavior and social interactions.

RESPONSES

7A: Um so like in my elementary school um I also didn't talk as much well I didn't talk at all cause I was scared that um people in my class would just like judge me for how I think and now that I am here they like they're respectful of um what I do they're not going to judge me

7B: It comes back to again with the like no judgment it helped me because like at my old school in public school people would say what like they thought they would be like really rude or like say something that they shouldn't have said and so coming back to here I could have said so many things but being there for my friend is more important so it's not even that fact it's disrespectful it's just you be there
7C: Yes like before when I was in elementary I wouldn't say anything I was shy but now I would make my decisions on my own but now that I have friends that I can trust and I am comfortable I can like they can like help me decide what I want to do.

7D: ok, so um, like as far as decision wise uh so of course we're human so we make our own decisions like bad and good but like with our class our class supports it either way well like I mean not if it's like a shooter in the class or (mumbles) stuff like that um like you know they would try to explain why not to do that or give you advice like he said earlier.

7E: no response
end 12:09

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
F. How has learning about social and emotional learning impacted your school experience?
RESPONSES

7A: no responses

7B: It hasn't really helped me at school but as a better person in general cause now I know what I can do and what I shouldn't do and so

7C: no responses

7D: no responses

7E: no responses

12:55 end
**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

A. How has your teacher implemented the five core components of social and emotional learning in your class to improve students' knowledge?

<table>
<thead>
<tr>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>7A: I agree with C. He would like when we had a new word he would put the definition but then he would just say it then we would say we still don't get it and then he would just like say it again it would just like not help us</td>
<td></td>
</tr>
<tr>
<td>7B: Um so I don't think he did it wrong I just think he did it in his best way to describe it to us as like most responsible way or best way to teach it to us and how he thinks I don't think he did it in a bad manner</td>
<td>7B: I just wanted to implement more into D, so like um yeah he has sometimes just said the definition again from context but like D said he did help us through a lot of hard difficult discussions and moments so I think he still did it in a good way to teach us the best he can</td>
</tr>
<tr>
<td>7C: Sometimes like whenever he would try to teach us stuff he would like read it straight from the content and not try to like use it in like easier times so sometimes like struggle to understand what he was trying to say</td>
<td></td>
</tr>
<tr>
<td>7D: so like sometimes he would do that but like sometimes not (mumbles) he's still a good teacher uh he has like helped us throughout like some people in our class are trying to like find themselves and he helped them like come out or more and stuff like that so he's not a bad teacher or anything</td>
<td></td>
</tr>
<tr>
<td>7E: no response</td>
<td></td>
</tr>
</tbody>
</table>
no letter-male?: like one of the real hard moments was when the school shooting happened in Florida that one day we were all just together integrated and we spoke how we felt what a (mumbles) of the government (mumbles) show us about how we feel about what happened then we all just started having a good time

16:16 end

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

B. How has your teacher implemented the five core components of social and emotional learning in your class to improve students’ attitudes?

Responses

7A: no response

7B: It's pretty much everything I was going to say he teaches a specific thing for the whole period and we do like um specific activities and or um strategies so that we can get that in our mindset and then it's helped I think me and other students or other classmates cause it's like with us knowing what it means like he said we're way more cautious well at least I am in what I do

7C: Um sometimes we would like talk back to him then like he would tell us to be more respectful and like now we were more respectful to each other too because we would argue but now we wouldn't argue anymore

7D: So like what he said, yeah but like never mind... so he has this motto thing like it says um we're in the tear it wait no we're in the build it up business or something like that not the tear it down so it kind of relates to like put yourself in other people's shoes because like then you know you'd be more like what he said cautious and like aware of your what other people are doing and stuff kind of change your attitude towards others
7E: He like teaches a subject like once a day like when the teach about respect and then other about kindness and stuff like that and now I used to be like whatever right I would say I didn't care about my class, but now I am actually pay attention to it I'm being more cautious to what I say and what I do to people to see their feelings

18:46 end

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

C. How has your teacher implemented the five core components of social and emotional learning in your class to help students understand and manage emotions?

<table>
<thead>
<tr>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td><strong>7A:</strong> (mumbles) will be basically like she said so I would just like go and do my actions without thinking and then it would like lead to something that is not like right so then I would get bad and I would just try to solve it but then it would just make it worse so me not thinking before my actions was hard (mumbles)</td>
</tr>
<tr>
<td><strong>7B:</strong> Um it's helped me with my emotions because um before I would get really mad with not like maybe one tiny thing but if they keep doing many tiny things I would get like really, really mad to where like I would just my friend when they would come over to do like tiny little things to mess around with me I would just kick them out of my house It made me super mad. And now I like know to control myself or control my emotions a little more</td>
</tr>
<tr>
<td><strong>7C:</strong> Like before whenever I was mad you know I wouldn't care about what I do or whatever like I would just do it now I started to like think about what I'm doing or why I'm doing it</td>
</tr>
<tr>
<td><strong>7D:</strong> Before this class I used to like hide my emotions and keep them locked in and I still do but I thought like if I have a happy face everything's going to be okay but um he has taught me that you know it's okay to have emotions and it's okay to show them so like that kinda helped me out a lot</td>
</tr>
</tbody>
</table>
7E: first you gotta like think about what you're doing you just don't do it like before so like after you have to like plan it out like how do you say it what was I saying? I forgot...before you do it cause you gotta see what,what that if you do it how will it affect other people unless it affects bad then you just don't do it to end 21:15

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**
D. How has your teacher implemented the five core components of social and emotional learning in your class to help students set and achieve positive goals?

**QUESTION SKIPPED BY INTERVIEWER**
STUDENTS (NO RESPONSES)
7A
7B
7C
7D
7E

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**
E. How has your teacher implemented the five core components of social and emotional learning in your class to help students feel and show empathy for others?
Responses

7A: So I agree with B he was show us videos and like showing empathy and um that would like um really help me see like I kind of don't know that much words that are like high vocabulary (laughs) but what he did kind of like really helped me cause I know how I should be in the world and not just like Oh they're on the street don't hang out with them but like actually um we should like go and help them out
7B: So the teacher, the day we were talking about empathy he wasn't here, but he still came back to that um he taught us that maybe he wasn't trying to he taught me that um empathy is really important um like you can't judge before if you don't know the other person's story and so that likes brings you back to like try to learn their perspective instead of just talking if you don't know what's really going on in someone's life (mumbles)

7C: no response
7D: no response
7E: no response

No letter: (Mumbles)You don't know what their story is or how they're feeling (mumbles)

23:09 end

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

F. How has your teacher implemented the five core components of social and emotional learning in your class to help students establish and maintain positive relationships?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Um I like that because um he didn't also just teach us how to maintain one but he showed us examples of bad he showed us examples of bad relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>7B: Again with the, he's taught us stress and respectful and responsibility so that's all with like maintaining a relationship I think it's like trusting the other person and you being trustworthy and just being respectful to the other person and giving nice criticism where like if you're going to suggest something that it's in a nice way but he like taught us like so many components to have in a relationship so we can keep maintaining them</td>
<td>Yeah that reflect the differences and then someone knows like what they have to do and what they shouldn't do to maintain a relationship</td>
</tr>
<tr>
<td>7C: Like so like sometimes like whenever he was talking about how to keep a healthy relationship but also taught me like to get rid of those that are already kind of wasting that aren't able to give time</td>
<td></td>
</tr>
</tbody>
</table>
**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

G. How has your teacher implemented the five core components of social and emotional learning in your class to help students make responsible decisions?

Responses

**7A:** Um, so mine, is kind of like D's no, yeah (laughs) you need to know like more like D's you need to know like what would happen if what would happen to you like after you make bad decision but what would happen to the person that is affected like what's going to happen like you know what I mean

**7B:** no response

**7C:** Oh yeah like whenever we talk about like making smart decisions and stuff and like whenever I'm mad I don't really think so I found it better to not do anything than to do something I am going to regret later.

**7D:** Um so like think out both sides so not only think about what's going to happen likes that's good uh what's going to benefit your decision but also uh think of what's not

**7E:** ask for feedback before you just jump into it cause if not you don't know what's what how to be

**7E:** it's going to sound silly but I play this game called Fortnite and you have to think about both ways if this bad thing will happen what's like our back up plan and they die if not you just have to fake it sometimes and see what happens
**7E: I feel like don't bottle up like your feelings about the decision that you're going to make also like be open to discuss what you're going to do with other people like decision you're going to make don't keep it bottled up**

27:50 end

### What additional comments do you have?

**STUDENTS**

<p>| 7A: So the program, this is the program that we're in right now? Like the questions that you asked us, I remembered like the things that we actually studied or did in class like before this before I came here like I didn't even know that we had done that before I just forgot about it but now I remembered about it |
| 7B: Like the letter. You know. We had to write a letter about someone that we (mumbles) everyday and then speak it to them and uh read it to them Yeah it was so fun and I like that |
| 7C: I think it's a good program it's just like whenever you're a child it teaches you some different stuff but it's like kind of hard to adjust or like you just don't pay attention it's kind of hard to remember everything that happened in class but like the program is pretty straightforward so it just talks about one thing the entire day so the one to two minutes that you pay attention you understand exactly |
| 7D: no response |</p>
<table>
<thead>
<tr>
<th>7E: It's very well structured actually. I don't know if he's like doing them the mixed up slides but there are some CharacterDares out there but I don't know if y'all made them but it really helped open up to him it also helps like helps you practice what you just learned a day before.</th>
<th>I think it's a good program for like young students even when they like being more organized and being more prepared for college just in social.</th>
</tr>
</thead>
<tbody>
<tr>
<td>no letter: Like skills class was a new thing for me starting in 6th grade I didn't know what it was so it was like at the end of the day as well I really wouldn't listen because I was tired and I really didn't see this as a class, but starting the character, emotional thingy, I actually started to pay attention to see cause it like really impacted us and our lives cause it really comes in handy and it's always there respect, trust, it's always there in your life and better to keep it than throw it away.</td>
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Appendix O
Grade 8 Interview Transcription

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?
A. How has your class impacted your self-awareness? Self-Awareness is the ability to accurately recognize one’s emotions and thoughts and their influence on behavior.

RESPONSES

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>8A: no response</td>
<td></td>
</tr>
<tr>
<td>8B: It helps uh it helps see other views point of views of other people so you know how to interact with different kinds of people in (mumbles) different situations</td>
<td></td>
</tr>
<tr>
<td>8C: no response</td>
<td></td>
</tr>
<tr>
<td>8D: no response</td>
<td></td>
</tr>
<tr>
<td>8E: I think that we all learn from mistakes because if things went (mumbles) for we obviously didn't mean it in the way (mumbles) like a lot of my classmates have been hurt by something people said or did and I know like being aware of that or like knowing that we hurt them can sometimes help us know that we have to act certain ways and do certain things so that (mumbles)</td>
<td></td>
</tr>
</tbody>
</table>

3:52 end

B. How has your class impacted your self-management? Self-Management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.

RESPONSES

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>8A: Um like B said um it really helped me through the different perspectives of different people and to adjust myself according to those like perceptions um I've really come to understand uh like the people around me</td>
<td></td>
</tr>
<tr>
<td>8B: no response</td>
<td></td>
</tr>
<tr>
<td>8C: no response</td>
<td></td>
</tr>
<tr>
<td>8D: no response</td>
<td></td>
</tr>
<tr>
<td>8E: no response</td>
<td></td>
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<td></td>
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<tr>
<td>4:33 end</td>
<td></td>
</tr>
</tbody>
</table>
**RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?**

C. How has your class impacted your social awareness? Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

<table>
<thead>
<tr>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>8A: no response</td>
</tr>
<tr>
<td>8B: no response</td>
</tr>
<tr>
<td>8C: Um my class has helped me view different points of views like what D said so now I know how what'd you say also like we know everyone in our class so we can be more open</td>
</tr>
<tr>
<td>8D: no response</td>
</tr>
<tr>
<td>8E: I agree with C um I think we've all come to realize that each one of us comes from a different background and that (mumbles) some situations like some parents may be divorced then you kind of have to deal with those kind of problems at home and some of your classmates and I know I'm aware of that um some (mumbles) home and they have to deal with like the stress and kind of like the anxiety like being in certain situations where talking to teacher is sometimes hard you know and the homework and like you (mumbles)</td>
</tr>
</tbody>
</table>

6:11 end

**RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?**

D. How has your class impacted your relationship skills? Relationship Skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

<table>
<thead>
<tr>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>8A: no response</td>
</tr>
<tr>
<td>8B: Um I think that like as the time has past as a class we've gotten more like familiar with each other and more comfortable so now it's kinda easier like forming relationships and knowing when something's right</td>
</tr>
</tbody>
</table>
8C: Since everyone's like is pretty much comfortable with each other they express their feelings so we know what we like what you don't like and what bothers them what doesn't bother them what makes them happy so we don't have to say something that they don't like because you'll know it because you're pretty comfortable with each other.

8D: no response
8E: no response
end 7:06

*RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

E. How has your class impacted your decision-making? Decision-Making is the ability to make constructive and respectful choices about personal behavior and social interactions.

RESPONSES

8A: so our class um like we (mumbles) it's a very open class and because of it also makes us very joking so making certain decisions is extremely difficult so sometimes um we have to tune some people out because of all like the ideas some of them being off topic and some of them being on topic um most of the time we'd be distracted by the off topic questions and we'd have to tune those out to focus on what like we're trying to do I mean that affects us sometimes

8B: no response
8C: no response
8D: no response
8E: no response
end 7:58
**RQ1: How are the students’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?**

F. How has learning about social and emotional learning impacted your school experience?

<table>
<thead>
<tr>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>8A: um so like um D said the stress management at the beginning of the year was very difficult like we talked about it before but it hasn't been as in 'death' as it has in this class m and it's really helped um actually this year especially right now because at the end of the year they're packing everything in like these two three weeks and um like the little tips we learned to manage that stress has really been helping me out</td>
</tr>
<tr>
<td>8B: It's also helped like when we learn more about how to say things it makes us more easier to mature a little bit like we know what we should say and what we shouldn't and how to say it like professionally so we're not to someone's that younger and uneducated but someone that knows how to communicate fully and understands so like (later in the conversation...) Um I think the curriculum has taught us how to deal with stress and also how to treat other people you know and how to manage what we do and say</td>
</tr>
<tr>
<td>8C: Yeah I have learned that I should be (breathe) (mumbles) before I talk cause it will (mumbles) make impact on life</td>
</tr>
<tr>
<td>8D: So um we've been learning about it for awhile and I think that it's been a big change since like we the beginning of the year and I know that some um some people said some things at the beginning of the year and I think that like the lessons kind of helped people realize that like it wasn't the right thing to do so um it's helped with self-awareness and know that some things are just like they're not right for a certain reason and that certain reason (mumbles) takes them a little while to get to be known or uncovered so (mumbles)</td>
</tr>
<tr>
<td>8E: no response</td>
</tr>
<tr>
<td>10:22 end</td>
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</tbody>
</table>
**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

A. How has your teacher implemented the five core components of social and emotional learning in your class to improve students’ knowledge?

<table>
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<tr>
<th>Responses</th>
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<tr>
<td>8A: Our teacher is very open and very emotional very ‘spadic’ and um I think that made it a lot more comfortable for us because um some topics can be very um touchy for some people um and she's really eased us into a topic and got us comfortable with it and then uh most of the class we get to express their own opinions about the topic so the teacher's usually helping us uh the environment</td>
</tr>
<tr>
<td>8B: no response</td>
</tr>
<tr>
<td>8C: I think we have really great teachers well like she's the (mumbles) because she makes us happy she's always like happy She's always like &quot;Welcome to class. Good morning.&quot; She knows how to talk about topics like A said she can make us really you know really happy and really feel what we're actually learning</td>
</tr>
<tr>
<td>8D: no response</td>
</tr>
<tr>
<td>8E: no response</td>
</tr>
</tbody>
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end 11:56

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

B. How has your teacher implemented the five core components of social and emotional learning in your class to improve students’ attitudes?

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<th>Responses</th>
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<tbody>
<tr>
<td>8A: no response</td>
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<tr>
<td>8B: no response</td>
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<tr>
<td>8C: no response</td>
</tr>
<tr>
<td>8D: no response</td>
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<tr>
<td>8E: no response</td>
</tr>
</tbody>
</table>
8E: I think that they 've done a really good job good job with um with kinda like giving real life examples and kinda giving us some um privacy with some topics like we'll write in an assigned writing or something of the sort or we'll just be in groups with people that we trust and kinda just discuss about like giving disclosure or how we're feeling about that. So I think she gives um gives us our kinda own (mumbles) to express ourselves in a way that we're not scared to

NOTE: Interviewer switched question after 8E responded when another interviewee asked for the question to be repeated. Student asked about Q3B and interviewer stated Q3C

13:00

**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?
C. How has your teacher implemented the five core components of social and emotional learning in your class to help students understand and manage emotions?

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<th>Responses</th>
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<tbody>
<tr>
<td>8A: no response</td>
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<td>8B: no response</td>
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<tr>
<td>8C: no response</td>
</tr>
<tr>
<td>8D: no response</td>
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<tr>
<td>8E: no response</td>
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</table>

No Letter: Um so sorry, the basic over all feeling of the class is very easy-going and so like we're like whenever you want to speak it's really easy to like managing my emotions wise the stress tips I told you about earlier um those are the ones I like those are the ones I like put into action but it's also like um really small like I don't really know the (mumbles) for it but they taught us like how to calm down and I thought that was very valuable

14:05 end
**RQ3:** What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

D. How has your teacher implemented the five core components of social and emotional learning in your class to help students set and achieve positive goals?

<table>
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<th>Responses</th>
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<tr>
<td><strong>8A:</strong> Our teacher can read the environment on our classmates really well so whenever she um sees or feels that we’re not like doing our best and we’re not like feeling our best she’ll um put this lotion um micro oil(?) thing and it shows a bunch of different emotions that we can be feeling and um we write out what we feel and why we feel those emotions and I feel like that’s help her understand like the classroom better and us to be able to express what we’re feeling</td>
</tr>
<tr>
<td><strong>8B:</strong> no response</td>
</tr>
<tr>
<td><strong>8C:</strong> no response</td>
</tr>
<tr>
<td><strong>8D:</strong> no response</td>
</tr>
<tr>
<td><strong>8E:</strong> no response</td>
</tr>
<tr>
<td>No letter: makes us right about it sometimes, makes us write out our emotions, like I remember this year’s when one time she made us use this chart of emotions we picked out some of the emotions that we felt and we explained why and it really did help us sometimes to express it and just let it go instead of just talking to someone else cause it’s got you feeling like there’s no judge</td>
</tr>
</tbody>
</table>
I was going to add (social and emotional-interviewer) it had there's relationship skills she used that created well the safest environments that we created here and it's kind of just helped us get closer as a class grade and like get closer with her cause she really does try to understand us and not a lot of teachers take the time or effort to do (mumbles)

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

E. How has your teacher implemented the five core components of social and emotional learning in your class to help students feel and show empathy for others?

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<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>8A: no response</td>
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<tr>
<td>8B: Our times she gives us other point of view like in a story and that really kinda helps us see another point of view on the subject like we're learning about sex ed so she showed us some stories about this person's experience and these questions that they might have that we can relate to or never even thought of so that kind of helps us expand that (inaudible)</td>
</tr>
<tr>
<td>8C: no response</td>
</tr>
<tr>
<td>8D: Um I think (inaudible) because I remember we had one unit where it teaches us about kindness and she showed us a video about how kindness can go a long way and how one little action can help someone like all the way across the world and I think it helped us learn that actually kindness is so comical and that everyone should be shown kindness</td>
</tr>
<tr>
<td>8E: no response</td>
</tr>
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16:58 end
**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

F. How has your teacher implemented the five core components of social and emotional learning in your class to help students establish and maintain positive relationships?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Interviewer: So it's just not happening with one teacher. It's sort of going campus wide. 8E says &quot;uh-huh&quot;</th>
<th>So I think we feel very accepted and open about our feelings because how our teachers treat (inaudible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A: no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8B: no response</td>
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<td></td>
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<tr>
<td>8C: no response</td>
<td></td>
<td></td>
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<tr>
<td>8D: no response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8E: Not only does she do it but the environment and the school we're at is very (inaudible) so around (inaudible) we have her for first period it's our very first class and we're all like sleepy and kind of like tired from the night before from doing homework so like she gets us pumped up for the day and then 2nd period is history it like gets you tired again cause it's like old stuff but then again we come back to 3rd period and it's another teacher and both and all of my class is separated into two groups in Spanish and non-Native. The Native track where I am the teacher is very much like our skills teacher she kind of like the first 10 minutes of class is time to like (inaudible) feelings she's very she tries to be aware of how we're feeling what emotions we're feeling and from what I heard about the non-Native track which is taught by the skills teacher she also takes the time to see how your feeling (inaudible)</td>
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</table>
Not letter male: Um so like she said our teacher is very saavy and um she's very happy a lot of the time and because of it it gives it sends positive like vibes to us and because of that we normally start our days it's like even though we're tired it's like Monday and we don't want to be here it's like it helps like professional I guess I should say it's not like really for like small arguments will break out she'll like um not break it up but like she'll like see both of the sides like give different points to the class about like the argument (inaudible) it's professional

19:30 end

**RQ3: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?**

G. How has your teacher implemented the five core components of social and emotional learning in your class to help students make responsible decisions?

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
<tr>
<td>8A: no response</td>
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<tr>
<td>8B: no response</td>
</tr>
<tr>
<td>8C: She also like puts on the board the calendar of what we're going to do for the month or the week which I think helps us a lot so we can plan like ok this is when we do this assignment cause this is like due in two days and she also helps us prepare for likes what's coming (inaudible) and like at the end of the week she'll say take out your planners and write everything down your homework your assignments your projects which helps us a lot to remember to go back to the planner to check this is due next week this is due tomorrow (inaudible) so she keeps us organized</td>
</tr>
<tr>
<td>8D: no response</td>
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</table>

**Interviewer:** "Has this class taught you skills that you will use in the future?"

<table>
<thead>
<tr>
<th>No letter male: I can personally relate to this one I make a lot of questionable decisions um and so throughout the year that like hearing all the things she's teaching us um I start (mumbles) questionable decisions and then question my questionable decisions and so I think that's helping me with my own personal growth and to be a more responsible person and um I really think (inaudible)</th>
</tr>
</thead>
</table>

**8B:** I know that like our skills class I'm pretty sure our whole class will agree it's integral for college cause I know that's like the part that my (mumbles) like going to because it is like stress relieving and it's fun I'm not like really dragging myself through it and so I think like it does teach us a lot so I think it is a very good class and our class as a whole enjoys it
<table>
<thead>
<tr>
<th>organization, time management, stress management, how much emotionally you can handle (inaudible) your feelings how to organize your stuff and your time social standards know your limits or knowing when to stop cause it's like you got your little imaginary boundary that you can't go over it cause if you do you mess up or you did something wrong communication skills expanding more what we already thought we knew but we actually did learn and that really does help to talk to different types of people or different types of points of view and friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>No letter: all the things we learned they've come in handy cause in the (mumbles) they were things we didn't know about and it really did help and now that we're going to high school</td>
</tr>
<tr>
<td>Students all talking at the same time: like what are we doing? What's for homework guys? Planners, planners we're like wait what's happening this week guys were lost</td>
</tr>
</tbody>
</table>
### RQ2: How are teachers’ perceptions of school climate impacted when a social and emotional learning program is integrated into curriculum?

| TA (M): | I think it's made it quite a bit easier and definitely more effective to talk to students uh about issues and emotions and character growth and instead of just having it as a generally understood like these are the things that we should be talking to kids about when it's actually part of the curriculum and it's a um well thought out process that we go through it ends up making I think the students more accepting of a lot of these things and um there isn't as much of a stigma of talking about your feelings and um kids are a lot more open and students are a lot more open and things tend to work out pretty well. |

| TB (F): | Um I think that the students have a lot of media input through various outlets and they're seeing certain behaviors modeled for those like um media people to garner attention and so um having them learn social and emotional skills that are positive rather than the ones that can attract attention and make them popular um on the media are helpful, is helpful because they are able to understand that you need to be kind to people that they can't be looking for a quick joke you don't want people to be the butt of a joke and to like victimize certain people you have to like want everyone to be included in this kind caring environment and lift each other up rather than constantly make fun of each other and whatever else that they're being fed when they look at their various media outlets. |
TC (M): Often times students come into the class with uh different experiences and different backgrounds that no one else has and so because that is always on their mind so a lot of times they have a little bit of a wall up in regard to teaching um but by giving them opportunities to know and express where they're at and face the fears and the frustrations that they may be having both inside and outside the classroom it allows them to take these walls down not just to allow the teacher to be able to um teach and to be able to interact with them but also they're less afraid of what we're doing um because oftentimes they bring those emotions in then they associate them with what it is that's being taught uh so if it is a particularly difficult lesson if they feel like they are uh already upset or they're scared of something outside of the class they're going to bring those emotions with them to it however if they feel like it can be at least vented even if it's not completely resolved in a tangible way just knowing that they are important enough and valid enough that they can express that and be able to deal with certain things that are coming and going it allows them to feel like they're allowed to have ups and downs with the teacher as well. So even if they don't have it all down perfectly maybe that they're afraid to fail in something there, they know that there is safety in that they know that it's ok and so by doing that they're more willing to not only work with other students um but also to try things they may not have tried before.
RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

<table>
<thead>
<tr>
<th>Time</th>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>7:00</td>
<td><em>How have you implemented the five core components of social and emotional learning in your class to improve students’ knowledge?</em></td>
<td>TA (M): When I taught skills last year, um it it was much more about how can I get the kids to buy-in to social and emotional learning how can I make it fun make it accessible um and also make it applicable to to you know their lives as 6th graders and so that was with a mix of activities and skits working on their own self-awareness and also in relationships how to deal with others how to you know um have critical conversations with others about things that might be going well or going poorly but more than anything making sure that they looked forward to that class period every day because it was less of an academic course and more of a life course and um really showing them that separation uh made them really enjoy it.</td>
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<td></td>
<td></td>
<td>TB (F): I always tell the kids you don't know what you don't know until you know that you don't know it and so what I do is start by teaching vocabulary among these five core components Um this is what self-awareness is and this is an example from your life this is what self-management is and here's an example from your life etcetera and I make sure that not only do I model those with the short stories and the books that we read but we also talk about quote unquote real world examples from their immediate lives as their own person agents and as well as um examples from celebrities and whoever it is that they follow and um something that is really important is for them to become aware that these things exist because they probably don't know because you know they're middle school students and so if they know that there are ways to manage stress to have time management to be able to have positive relationships with people who they're very different from and how to communicate what they're feeling and what they're thinking and what they're perceiving versus what is really going on I think that really helps them be able to better understand themselves other people around them and what those people are going through and that's, that's how I implement them through talking to them about it, showing them personal examples about it and showing them examples from the media showing them examples in literature and then discussing it</td>
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In teaching with um new topics with new ideas the students can be experiencing any number of things as they do so giving an opportunity to have a formative assessment that is very similar to the summative assessment is quite important especially for the younger ages because when they see something even when it's exactly what they've been doing for two three weeks oftentimes just the fact that it is something that counts more ends up scaring them and so being able to give them the opportunity to experience it ahead of time in a similar fashion so that they know what to look for and move forward it also separates those who are willing to do the work versus those who are not because then the ones who are willing to do it are more prepared and they feel more confident and more comfortable Um in addition uh uh not uh in in to be able for them to decide to do their homework ahead of time they're also dealing with the fact that whenever they are not on top of what they're supposed to be doing being able to stop and say why are you not where you're supposed to be or doing what you're supposed to be doing what's actually happening here Um because oftentimes in their minds it makes it makes perfect sense but they don't realize that they are not actually taking care of what matters and what they're supposed to be uh uh concerned with um also in regards managing their time and also managing their behavior and being able to identify that we are a group dynamic a team and so knowing that they matter to the entire team not just their own personal opinions to end up helping them see that they do matter and what they do and choose to do ends up having effects that also ends up helping them to then identify better ways for them to interact with each other as well as understand that they're relationships with one another do matter even in regard to their own education
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<th><strong>RQ4:</strong> What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?</th>
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<tbody>
<tr>
<td><strong>REC. 2</strong></td>
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<tr>
<td>How have you implemented the five core components of social and emotional learning in your class to improve students' attitudes?</td>
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<tr>
<td><strong>TA (M):</strong></td>
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<tr>
<td>I felt like students' attitudes were generally positive when they knew that the teacher genuinely wanted to teach them these skills and um also could show them why they were important right once you have student buy in then there's no attitude problems about the social and emotional learning at all.</td>
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<tr>
<td><strong>TB (F):</strong></td>
</tr>
<tr>
<td>Um I'm going to take this question as attitude towards everything around them and so one of the little catch phrases attitude of gratitude and I think saying that to students immediately turns them off so it was about repackaging things and showing real life examples of people who are successful um and being gracious and in being happier and in being successful in ways that the students think is successful really helped to change their attitudes about doing work about having relationships with other people um and about accepting the social and emotional learning curriculum as part of something that would help them be successful and achieve what they're aiming for</td>
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By discussing not only that they're interactions and their uh attitudes are effecting on only themselves but the larger group it ends up giving another level that which we can look at as a larger group so we can discuss what's happening many of them especially when they come in at younger ages end up having a very one perspective view point about what happens either I do get punished or I don't get punished um but then oftentimes they don't understand larger picture but by then giving them reasons to not only care about one another but to be able to have experiences in which they share things experiences in which they encourage each other experiences in which they team up together and end up building each other up and have to accomplish things together then they understand that their actions do matter on a larger scale and they're more likely to take responsibility for themselves in team dynamics so not only do they care about the people that are there with them but they also take more responsibility for what they do.

RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

How have you implemented the five core components of social and emotional learning in your class to help students understand and manage emotions?

6th graders tended to be not too eager to talk about emotions so to get beyond that um I started by having them talk about the emotions of characters in the book that we were reading um that way they were able to talk about it matter of factly then once they were confident in their ability to do that and to use that vocabulary then they were able to start making more um uh I don't know where I was going with that...but to start being able to identify their own emotions and working through and kind of dealing with those
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<tr>
<td><strong>TB (F):</strong></td>
<td>The way I did emotional management was the students were hesitant about talking about that in a group and so what I would do I would do journaling projects and they would have something called the emotions wheel and the emotions wheel had something like 40 different emotions on it and they learned the definitions and then learning the vocabulary in order to be able to talk about the way that they were feeling and then writing about it they would come up to me and say 'oh you know that was really helpful because I didn't know I was feeling that way until I identified it and I could put a name to it and then once I understood it I could let it go.&quot; By the end of the year instead of just journaling about it we were able to have more discussions about it especially through the lens of what character was feeling in literature but as far as emotions go we journaled and we um discussed it in class cause and effect and how to find resolve.</td>
</tr>
<tr>
<td><strong>TC (M):</strong></td>
<td>By acknowledging at the beginning that every students comes in with an emotional state of being it's not a question of whether or not we need to um deal with those emotions rather it's how can we productively funnel um them into um learning and more positive self-image um a lot of times they're coming in and many of them are sad or ashamed about the way they feel but with a lot of it instead of trying to force them to have a certain feeling instead when they're extremely sad or extremely angry is oftentimes giving them the chance to do homework on their own or sometimes to pause and allow them to take a breather if they needed to uh or even being able to just kinda take 5 minutes if you notice more than one student feeling this way and just give them the chance to talk and vent um because if they're ignored or just kinda pushed down then the whole class period will end up suffering but by giving them the chance to at least just vent it and get a little relief from having all of that bottled up inside even if they don't have words for it even if they just need a positive activity or experience to try to go along with it it ends up making the period go more smoothly and they feel a lot stronger for it us especially if some of the experiences give them the chance to laugh or to smile as a break from the way they had been feeling before class.</td>
</tr>
<tr>
<td>RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?</td>
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<tr>
<td>6:36</td>
<td>How have you implemented the five core components of social and emotional learning in your class to help students set and achieve positive goals?</td>
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<td>REC. 2</td>
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<tr>
<td>TA (M):</td>
<td>NO RESPONSE</td>
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| TB (F): | Um the way that the social and emotional learning is done in my class is we do the five and ten year plan and so the students learn about self-awareness taking thin Meyers-Briggs test and then exploring the different personality types and seeing hoe those different personality types responded to a situation they look at the self-management portion because they actually plan what they wan to do in five or ten years they look at tests they look at grades they look at where they might want to live they look at income you know they think about what do I really want to do um as far as social awareness we talk about income levels and what looks like when you're in different jobs and um why it might be a really good idea to have a certain job in mind when you got to college We talk about relationship skills when we're doing that as well who's going to support you how are you going to support yourself How are you going to manage time how are you going t to manage anxiety If you have sleeping issues what are you going to do how are you going to exercise what does your diet look like and then of course responsible decision-making is how am I going to achieve my goals in the short run if the long term is what I want.
TC (M): Often times students come in with a image of who they think they are based on situations we have no control over um maybe that could be in the home maybe that could be in another situation whatever it is we have responsibility to help them see themselves in a more positive and empowering light um sometimes um us it would be having them create an avatar um something where they would be able t to draw or envision something that they admire um whether um but it can be fictional so it allows them to feel like they have in a kinds sense of a companion somebody's who's with them whenever we do activities that allow them to have an imagination or more of a roleplaying activity they have this avatar with them but oftentimes what we realize is they are getting a chance to express what they admire but also some parts of what they want to become not always but it ends up filtering in and factoring into that so by know that they can bring this character into some to the adventure. An it also helps them picture themselves more like they want to be rather than what they oftentimes grew up seeing themselves to be anything like that especially when ever it's an opportunity to show that you have succeeded you have done well it ends up building on that helping them to see that they are capable of the challenges they thought they couldn't do before

RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

rec. 2 How have you implemented the five core components of social and emotional learning in your class to help students feel and show empathy for others?

TA (M): So um A uh we used quite a bit of skits and different situations that we'd have the kids act out and have each time um they would act out one of the skits and no matter how it would go they'd stop and we would do a brief with the entire class talking about well how would that make you feel how would that actually make you feel or what would you do in response to that action um so that they would be able to talk through that as a group but about fictional situations and things that were made up so it didn’t seem like you know too big of a deal to them and they were uh still able to uh have fun
while doing it

| TB (F): | We would relate it to literature as well we would look at character motivations character emotions how did that make the character feel how did that make the characters around the character feel and then of course bringing it back full circle how did that make you feel what if this situation were to happen to you we would have class discussions about that as well as journaling prompts and as far as the empathy goes the sensing empathy the discussions were very full of bravado the students were not quite as open as they were in their journals and so um even though we had the discussions the empathy was better taught/expressed/processed in the journals |
TC (M): There have been times where some of the students can not seem to avoid having an argument or a fight for the entire week uh so what would end up happening often times it's a I can't believe the student did this or I can't believe they did that by bringing them together in between classes or at a point which seems to be a natural break uh oftentimes having them state what they experienced in front of each other and then asking them what it is they heard from the other and if that actually makes sense um by giving them the chance to actually speak back what they heard and whether or not they could have felt that way as well it almost just brings down the tension because they're starting to talk to each other instead of just feeling that they are facing this immovable force so by being able to personalize themselves to each other and being able to hear what they've gone through in a sense it's almost like it's another person I can talk to them it doesn't have to be a fight

12:17  RQ4: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?

REC 2 How have you implemented the five core components of social and emotional learning in your class to help students establish and maintain positive relationships?
<table>
<thead>
<tr>
<th>TA (M):</th>
<th>Um without explicitly mentioning this is for so you can help you with your relationship with others um we did a lot on conflict resolution to help them kind of be able to see where other people are coming from um as well as boundaries and establishing those boundaries and being able to communicate those boundaries to others helps 6th graders um really know what was ok and what wasn't ok which them helped them continue um to make great relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB (F):</td>
<td>This is related to the empathy for others and so um we talk about how uh happiness is magnifying so if you just keep being gracious and happy and encouraging that it will make you feel better in the long run um and the people around you will feel better in the long run as far as coaching this after I would teach empathy with the journaling and the discussion the positive relationships were much better coached one on one and so if there was something that happened I would have their be independent work going on and I would pull out whoever it was that was either the one who was being bullied or being unkind to or the one who was doing the bullying and just talk about it because um a lot of the times they were just unaware they were being very rude or not being empathetic and that usually helped them learn from the experience and improve it</td>
</tr>
<tr>
<td>TC (M):</td>
<td>They are times when we're able to split into groups and the students will oftentimes respond with &quot;yeah&quot; or &quot;ahh&quot; in regards to who is or is not on their team when this happens I ask the class to pause and I tell them that these people in their class will end up being with the for one activity or another for the rest of the year and also remind them that everyone has their strengths and also everyone has their experiences so that the more that each one of them succeeds the better the entire class will do I also remind them if need be that I will not reward us these types of uh reactions but also that I will not be able to help them out as well if there if they're fighting with their partners or end up tearing each other down so what I ask them instead is how about we cheer for everyone on the team rather than picking and choosing and oftentimes they get excited about the idea of just cheering for everybody because then they get a reason to just express emotion then they don't have to worry one way or another when it's their turn</td>
</tr>
<tr>
<td>Time</td>
<td>Question</td>
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<td>-------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>15:30</td>
<td><strong>RQ4</strong>: What methods of implementation are key to ensuring successful integration of social and emotional learning into curriculum in order to improve school climate as perceived by teachers?</td>
</tr>
<tr>
<td></td>
<td><strong>REC 2</strong>: How have you implemented the five core components of social and emotional learning in your class to help students make responsible decisions?</td>
</tr>
<tr>
<td></td>
<td><strong>TB (F):</strong> We talked about cause and effect we talked about how short term decisions effected long term choices we talked about mostly we talked about this in terms of um having positive relationships with students around you so that they can support you so that you can get good grades so that you can work in good groups we talked about establishing positive relationships with teachers so that the teachers will support you so that the teachers will work with you the teachers will write letters of recommendation and make sure that you're able to achieve your goals Um we talked about how responsible decisions means time management and less stress um if you do your homework on time instead of procrastinating then you don't have to get up at 4 in the morning to work on it and then be stressed out and tired the rest of the day and things of that nature</td>
</tr>
<tr>
<td></td>
<td><strong>TC (M):</strong> With a lot of the decisions students make at younger ages um they oftentimes don't realize they um reacting their not necessarily choosing something um so whenever a situation looks like it's going to escalate is instead asking them to pause step aside for a moment just to talk to me about what it is that they're feeling and in that way we can say what choices do you have often times once students are able to pause they do see that they have other choices they just don't always feel happy about choosing something that is calmer or more satisfying the more often that they choose that or the more often that they give the chance are giving the opportunity to think about it and make that choice the more often that they can realize it's ok and that they don't lose anything from making better decisions and being able to choose things that are much more positive rather than reacting in the moment</td>
</tr>
<tr>
<td>17:39</td>
<td></td>
</tr>
<tr>
<td>18:00</td>
<td><strong>What additional comments do you have?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TB (F):</strong></td>
<td>I think having a specialized class called skills is great because especially if the students have the teacher in another class because the teachers can see what is happening in the students' personal lives in their mental states and talk to them about what's going on and shape the cell curriculum to be able to integrate whatever it is that is going on in their lives and be able to understand the students' perspectives on what is the new upsetting thing that is happening so that it can be resolved in the skills class.</td>
</tr>
<tr>
<td><strong>TC (M):</strong></td>
<td>Oftentimes there seems to be attitudes toward which types of classes allow for social and emotional learning that some of them are more some of them require more uh developing skills in a certain area um however by understanding the experiences that people bring with them and the way that they filter through these classes ends up being relevant to each and every subject instead the student are able to become not only productive and more self-aware also are able to take more responsibility for who they are and what they do and they're also more likely to be satisfied and um happier with doing the work because they know not only do they matter also that what they do has an effect on the world around them.</td>
</tr>
</tbody>
</table>
Appendix Q
Integration of SEL SurveyMonkey
Student Survey Responses 2018

Q1 What grade are you in?
Answered: 18 Skipped: 0
ANSWER CHOICES RESPONSES
6th grade 33.33% 6
7th grade 38.89% 7
8th grade 27.78% 5
1 / 26

Q2 What’s your gender?
Answered: 18 Skipped: 0
ANSWER CHOICES RESPONSES
Male 38.89% 7
Female 55.56% 10
Gender Neutral (non gender specific) 5.56% 1
Agender (genderless) 0.00% 0
2 / 26

Q3 I understand how my teachers’ levels of energy impact the classroom climate.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 22.22% 4
Usually 38.89% 7
Always 33.33% 6
Total 18
Weighted Average 4.00
# ADDITIONAL COMMENTS: DATE
1 Whatever the mood the teachers are in, it changes the feeling and environment of
the classroom. 5/23/2018 12:46 PM
2 If my teacher is in a good mood( always) we will enjoy our class with excitement.
5/23/2018 12:43 PM
3 our teachers show us everything in a leveled way. 5/23/2018 12:42 PM
4 I know this because if they are happy they will try and spread that happiness and
try to motivate us as well but if they’re in a bad mood then we sometimes get the
feeling of uneasiness. 5/22/2018 2:20 PM
5 I put always because if the teacher is feeling mad then the class will just feel the
same way. We would just not learn anything.
5/22/2018 9:28 AM
3 / 26
Q4 I understand how my levels of energy impact the classroom climate.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 22.22% 4
Usually 38.89% 7
Always 38.89% 7
Total 18
Weighted Average 4.17
# ADDITIONAL COMMENTS: DATE
1 If I am happy or angry, this impacts the feeling of the students which impact the feeling of the classroom. 5/23/2018 12:46 PM
2 I sometimes talk in class and stop the learning enviornment. 5/23/2018 12:42 PM
3 If I feel sad or mad or happy they would ask me if I was okay and tell me that everything's okay. 5/22/2018 9:28 AM
4 Sometimes im not aware of what im doing 5/22/2018 9:04 AM
4 / 26

Q5 I have learned the life-long learning tools to relax.
Answered: 18 Skipped: 0
Never 11.11% 2
Rarely 16.67% 3
Sometimes 5.56% 1
Usually 38.89% 7
Always 27.78% 5
Total 18
Weighted Average 3.56
# ADDITIONAL COMMENTS: DATE
1 I am more relaxed now 5/23/2018 12:48 PM
2 I have learned different skills throughout the school year. 5/23/2018 12:46 PM
3 My teacher have thought me how to be more patience with people in special skills. Including, they have thought me to be more matured with people. 5/23/2018 12:43 PM
4 I have never learned this in any class 5/23/2018 12:42 PM
5 Our teachers always try and help us relax like taking breaks from what were doing or just straight up tells us hey you should try this. 5/22/2018 2:20 PM
6 I know a bunch of the tips that I use daily 5/22/2018 10:08 AM
7 i know how to chill when i have stress 5/22/2018 9:04 AM
5 / 26

Q6 I have learned the life-long learning tools to focus.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 16.67% 3
Sometimes 33.33% 6  
Usually 5.56% 1  
Always 44.44% 8  
Total 18  
Weighted Average 3.78

# ADDITIONAL COMMENTS: DATE  
1 I have learned to be more focused. 5/23/2018 12:48 PM  
2 The teachers always give us tips on how to focus. Our focusing also impacts the climate of the classroom. 5/23/2018 12:46 PM  
3 Yes in Skills I’ve learned to go through puberty, bullying, and obstacles as in being a leader. 5/23/2018 12:43 PM  
4 i only learn it in skills class 5/23/2018 12:42 PM  
5 I have learned to control myself in and out of the classroom 5/22/2018 10:08 AM  
6 Everything is a distraction now, and it’s really hard not to get sucked in. 5/22/2018 9:18 AM  
7 i still get kind of distracted 5/22/2018 9:04 AM  
6 / 26

Q7 I have learned the life-long learning tools to be present.  
Answered: 18 Skipped: 0  
Never 5.56% 1  
Rarely 5.56% 1  
Sometimes 5.56% 1  
Usually 38.89% 7  
Always 44.44% 8  
Total 18  
Weighted Average 4.11

# ADDITIONAL COMMENTS: DATE  
1 It is very important because if I am not present, I will most likely miss something important. 5/23/2018 12:46 PM  
2 only in skills class 5/23/2018 12:42 PM  
3 Even though I’m absent/tardy a lot. 5/22/2018 9:18 AM  
4 i don’t get the question 5/22/2018 9:04 AM  
7 / 26

Q8 My teacher provides structure and effectively communicates procedures daily.  
Answered: 18 Skipped: 0  
Never 5.56% 1  
Rarely 5.56% 1  
Sometimes 5.56% 1  
Usually 22.22% 4  
Always 61.11% 11  
Total 18  
Weighted Average 4.28

# ADDITIONAL COMMENTS: DATE  
1 They always tell us our agenda for the day. 5/23/2018 12:46 PM
2 Only some of my teachers do that. 5/23/2018 12:42 PM
8 / 26

Q9 My teacher provides structure and effectively communicates protocols daily.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 38.89% 7
Usually 22.22% 4
Always 38.89% 7
Total 18
Weighted Average 4.00
# ADDITIONAL COMMENTS: DATE
1 My teachers inform us the expectations for the day most of the time. 5/23/2018 12:46 PM
2 Not everyday 5/23/2018 12:42 PM
9 / 26

Q10 My teacher provides structure and effectively reinforces boundaries daily.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 16.67% 3
Usually 33.33% 6
Always 44.44% 8
Total 18
Weighted Average 4.17
# ADDITIONAL COMMENTS: DATE
1 She tells us our expectations every day. 5/23/2018 12:48 PM
2 There are always things that are too far and my teachers sometimes reinforce these rules. 5/23/2018 12:46 PM
3 I never notice 5/23/2018 12:42 PM
10 / 26

Q11 My teacher states clear, reasonable expectations for me.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 22.22% 4
Usually 33.33% 6
Always 44.44% 8
Total 18
Weighted Average 4.22
# ADDITIONAL COMMENTS: DATE
1 They are never hard to reach. 5/23/2018 12:48 PM
2 They always state these expectations. 5/23/2018 12:46 PM
They tell me I can always do better even if I get a 95% on a test. They are always there for me.

4 only some of my teachers

5 The lines are blurry from teacher to teacher

6 Being perfect is hard, and I feel like a lot of our teachers expect us to be a fantasy.

Q12 My teacher manages the classroom with consistency.
Answered: 17 Skipped: 1
Never 5.88% 1
Rarely 0.00% 0
Sometimes 17.65% 3
Usually 35.29% 6
Always 41.18% 7
Total 17
Weighted Average 4.06

# ADDITIONAL COMMENTS: DATE
1 She always makes the class stop talking
2 They are never distracted of what we are doing. They are always keeping control of the classroom.
3 not all the classes
4 i dont know what that means

Q13 My teacher manages the classroom with fairness.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 16.67% 3
Usually 33.33% 6
Always 44.44% 8
Total 18
Weighted Average 4.17

# ADDITIONAL COMMENTS: DATE
1 She tries to do it most times.
2 The rules or policies are always fair to the students.
3 always
4 Depends on the teacher
5 Sometimes he just chooses certain people and not others. I think he has gotten better at choosing people throughout the year.

Q14 My teacher encourages me to make decisions about my own learning by setting specific, measurable goals about learning.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 27.78% 5
Usually 27.78% 5
Always 38.89% 7
Total 18
Weighted Average 4.00

# ADDITIONAL COMMENTS: DATE
1 She wants me to do the best I can to reach my goals 5/23/2018 12:48 PM
2 We usually get encouraged to make god decisions. 5/23/2018 12:46 PM
3 They always tell me that I have to make decision & think about how it will affect my future life. 5/23/2018 12:43 PM
4 not all the time 5/23/2018 12:42 PM
5 Yes i could have my own voice and say my feelings. 5/22/2018 9:28 AM

Q15 My teacher encourages me to make decisions about my own learning by setting specific, measurable goals about behavior.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 22.22% 4
Usually 5.56% 1
Always 72.22% 13
Total 18
Weighted Average 4.50

# ADDITIONAL COMMENTS: DATE
1 She wants us to behave well 5/23/2018 12:48 PM
2 Yes, we always have goals on behavior. 5/23/2018 12:46 PM
3 In skills they have thought e to set a goal that is measurable and that I know I would be able to accomplish. 5/23/2018 12:43 PM
4 in some classes 5/23/2018 12:42 PM

Q16 My teacher honors the social and emotional learning needs of the class by including social and emotional learning.
Answered: 17 Skipped: 1
Never 5.88% 1
Rarely 0.00% 0
Sometimes 5.88% 1
Usually 29.41% 5
Always 58.82% 10
Total 17
Weighted Average 4.35

# ADDITIONAL COMMENTS: DATE
1 She teaches everyone the exact same time 5/23/2018 12:48 PM
2 They are always there when we need to talk to them. 5/23/2018 12:46 PM
3 only today 5/23/2018 12:42 PM
4 Yes he makes us do activities and everything. 5/22/2018 9:28 AM
16 / 26

Q17 My teacher creates a classroom climate of respect where I feel emotionally safe.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 5.56% 1
Usually 27.78% 5
Always 66.67% 12
Total 18
Weighted Average 4.61
# ADDITIONAL COMMENTS: DATE
1 She makes us feel safe and comfortable in class 5/23/2018 12:48 PM
2 I always feel emotionally safe around my teachers. 5/23/2018 12:46 PM
3 yes always 5/23/2018 12:42 PM
4 Yes, My classmates and teachers understand me and I really like them. They are my 2nd family and i could trust most of them. 5/22/2018 9:28 AM
17 / 26

Q18 My teacher creates a classroom climate of respect where I feel physically safe.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 5.56% 1
Usually 22.22% 4
Always 66.67% 12
Total 18
Weighted Average 4.50
# ADDITIONAL COMMENTS: DATE
1 Know one ever gets physically hit 5/23/2018 12:48 PM
2 I am not afraid of getting hurt around my teachers. 5/23/2018 12:46 PM
3 most of the time in class 5/23/2018 12:42 PM
18 / 26

Q19 My teacher makes positive choices about student outcomes.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 11.11% 2
Usually 38.89% 7
Always 50.00% 9
Total 18
Weighted Average 4.39
Q20 My teacher models the behaviors I am supposed to exhibit.
Answered: 18 Skipped: 0
Never 0.00% 0
Rarely 5.56% 1
Sometimes 22.22% 4
Usually 27.78% 5
Always 44.44% 8
Total 18
Weighted Average 4.11

Q21 My teacher encourages me to reflect on my social and emotional learning skills.
Answered: 18 Skipped: 1
Never 0.00% 0
Rarely 0.00% 0
Sometimes 33.33% 6
Usually 22.22% 4
Always 38.89% 7
Total 18
Weighted Average 3.89

Q22 My teacher encourages me to work hard to develop my social and emotional learning skills.
Answered: 17 Skipped: 1
Never 0.00% 0
Rarely 0.00% 0
Sometimes 17.65% 3
Usually 29.41% 5
Always 52.94% 9
Total 17
Weighted Average 4.35

# ADDITIONAL COMMENTS: DATE
1 She tells all of us to try to succeed in our skills 5/23/2018 12:48 PM
2 All of my teachers encourage this extremely. 5/23/2018 12:46 PM
3 They always push me to do better until a get a perfect score they want us kids to be great people. 5/23/2018 12:43 PM
4 only today 5/23/2018 12:42 PM
5 I have gotten better at speaking up and expressing my feelings. 5/22/2018 9:28 AM

Q23 How has your teacher taught you to use social and emotional learning?
Answered: 18 Skipped: 0

# RESPONSES DATE
1 She did a whole lesson about it 5/23/2018 12:48 PM
2 Yes, they have. They teach us that this will help us a lot in the future and currently. 5/23/2018 12:46 PM
3 She has thought me to cry when someone is hurting be really bad. She has also made me realized that they are cruel people in this world that want to hurt me. 5/23/2018 12:43 PM
4 she encourages me to do stuff i dont do 5/23/2018 12:42 PM
5 she showed us 5/23/2018 12:36 PM
6 when she teaches 5/23/2018 12:33 PM
7 My teacher has taught me to feel focused and organized. 5/23/2018 8:34 AM
8 She has shown the class with videos and examples. 5/23/2018 8:33 AM
9 They have taught me social and emotional learning by putting me into groups or social events to expand my circle and they also give us advise on how we should address and speak to people. 5/22/2018 2:20 PM
10 She has taught me by showing me how and how not to act in situations 5/22/2018 10:14 AM
11 The tips he/she has given us to be able to share our feeling have come in handy when trying to convey your feelings to others 5/22/2018 10:08 AM
12 I have become better at expressing myself and have taught others to do the same. 5/22/2018 9:28 AM
13 He teaches that it’s okay to feel what your feel. 5/22/2018 9:19 AM
14 My teacher encourages me by giving me goals/dares that makes me get out of my comfort zone. 5/22/2018 9:18 AM
15 Yes 5/22/2018 9:04 AM
16 They describe how it can help me. 5/22/2018 9:04 AM
17 with slides from character strong and they do help a lot 5/22/2018 9:04 AM
18 He has made slides and we have discussions on how we feel everyday. 5/22/2018 9:03 AM

23 / 26
Q24 How has learning about social and emotional learning impacted you?
Answered: 18 Skipped: 0

1. It helped me learn how to study and take notes better. 5/23/2018 12:48 PM
2. It has impacted me because it showed me that I have to talk to people when I am having these changes. 5/23/2018 12:46 PM
3. Well knowing that you should not be sad because of how someone thinks of you. I see that you should also be mature and take things seriously not all the time, but most of the time. 5/23/2018 12:43 PM
4. It taught me how to believe in myself. 5/23/2018 12:42 PM
5. I am careful now. 5/23/2018 12:36 PM
6. It has not. 5/23/2018 12:33 PM
7. It has helped me relax a little bit more. 5/23/2018 8:34 AM
8. I learned how to control myself and think before I do anything. 5/23/2018 8:33 AM
9. Learning about social and emotional learning has impacted me because I'm more aware of people and how I should respond. 5/22/2018 2:20 PM
10. It has helped me be respectful not only of others but also my self. 5/22/2018 10:14 AM
11. I feel safer knowing that I can control my emotions. 5/22/2018 10:08 AM
12. I have thought more about life. I have become more aware of my surroundings. 5/22/2018 9:28 AM
13. Nothing has changed. 5/22/2018 9:19 AM
14. I think learning about this has made me more aware about what's going on around me, and how I'm acting all the time. 5/22/2018 9:18 AM
15. It has impacted me very big because my teacher teaches me that sometimes we shouldn't have bad relationships and how to realize if we are in a bad relationship. 5/22/2018 9:04 AM
16. It made me realistic because now I can have high expectations. 5/22/2018 9:04 AM
17. A lot now I know what to do in those situations. 5/22/2018 9:04 AM
18. It allowed me to be more open about my feelings and express my emotions. 5/22/2018 9:03 AM

Q25 What is the most important activity or lesson you were taught about social and emotional learning?
Answered: 18 Skipped: 0

1. That we could always succeed in what we do. 5/23/2018 12:48 PM
2. The most important one is in Skills when we took a walk. This is important because I was able to express these social and emotional changes. 5/23/2018 12:46 PM
3. She has thought us to be leaders and how to become one. 5/23/2018 12:43 PM
4. How I feel in class. 5/23/2018 12:42 PM
5 To calm down if I am angry 5/23/2018 12:36 PM
6 I do not now 5/23/2018 12:33 PM
7 To be kind to anyone no matter what. 5/23/2018 8:34 AM
8 That people's feelings can be hurt easily. 5/23/2018 8:33 AM
9 The most important lesson that I was taught was about how to keep my emotions in check and to know that it's okay to feel a certain way. 5/22/2018 2:20 PM
10 Hearing others side of stories and how it impacted them 5/22/2018 10:14 AM
11 N/A 5/22/2018 10:08 AM
12 To be yourself and not be afraid to show it. 5/22/2018 9:28 AM
13 Respect 5/22/2018 9:19 AM
14 I think our group initiatives really helped me learn to work with others even people I don’t like very much. 5/22/2018 9:18 AM
15 Learning on whether we have healthy or unhealthy relationships 5/22/2018 9:04 AM
16 The most important was the character strong dares. 5/22/2018 9:04 AM
17 Sex.ED 5/22/2018 9:04 AM
18 I was taught that it's okay to cry sometimes 5/22/2018 9:03 AM

Q26 What areas of concern do you have with learning about and using social and emotional learning?
Answered: 17 Skipped: 1
# RESPONSES DATE
1 None 5/23/2018 12:48 PM
2 One area of concern is what do I do when I don't know who to talk to? Do I still have to talk to someone I don't know much? 5/23/2018 12:46 PM
3 That sometimes there are things you really want to know, but if a friend is not telling you is because they don't want to hurt your feelings. 5/23/2018 12:43 PM
4 Losing my friends 5/23/2018 12:42 PM
5 None of them 5/23/2018 12:36 PM
6 I has no concerns about this 5/23/2018 12:33 PM
7 None really 5/23/2018 8:34 AM
8 Maybe some students don’t take it serious. 5/23/2018 8:33 AM
9 I don’t really have any. 5/22/2018 2:20 PM
10 Nothing I feel confident 5/22/2018 10:14 AM
11 I think I would get really emotional. 5/22/2018 9:28 AM
12 None 5/22/2018 9:19 AM
13 My only concern is for emotional learning. Learning things like this needs to be held in a safe environment where students can feel comfortable and trust the teacher. 5/22/2018 9:18 AM
14 None 5/22/2018 9:04 AM
15 They are hard discussions that can impact someone hardly but it helps us. 5/22/2018 9:04 AM
16 None I feel safe and secure 5/22/2018 9:04 AM
17 I have no concerns 5/22/2018 9:03 AM
26 / 26
Appendix R

Integration of SEL for Teachers SurveyMonkey
Teacher Survey Responses June 2018

Q1 Which grade level do you teach? Check all that apply.
Answered: 2 Skipped: 0
Total Respondents: 2
6th 50.00% 1
7th 100.00% 2
8th 0.00% 0
1 / 25

Q2 I understand how levels of my energy impact the classroom climate.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
2 / 25

Q3 I understand how levels of students’ energy impact the classroom climate.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
3 / 25

Q4 I teach my students the life-long learning tools to relax.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 100.00% 2
Usually 0.00% 0
Always 0.00% 0
Total 2
Weighted Average 3.00
4 / 25
Q5 I teach my students the life-long learning tools to focus.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 50.00% 1
Usually 50.00% 1
Always 0.00% 0
Total 2
Weighted Average 3.50
5 / 25

Q6 I teach my students the life-long learning tools to be present.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
6 / 25

Q7 I provide structure and effectively communicate procedures with students daily.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
7 / 25

Q8 I provide structure and effectively communicate protocols with students daily.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
8 / 25
Q9 I provide structure and effectively reinforce boundaries with students daily.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
9 / 25

Q10 I articulate clear, reasonable expectations for my students.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
10 / 25

Q11 I manage my classroom with consistency.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 100.00% 2
Always 0.00% 0
Total 2
Weighted Average 4.00
11 / 25

Q12 I manage my classroom with fairness.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
12 / 25
Q13 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about learning.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 50.00% 1
Usually 0.00% 0
Always 50.00% 1
Total 2
Weighted Average 4.00
13 / 25

Q14 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about behavior.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 50.00% 1
Usually 0.00% 0
Always 50.00% 1
Total 2
Weighted Average 4.00
14 / 25

Q15 I honor the social and emotional learning needs of my students by including the components of social and emotional learning in my curriculum.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 100.00% 2
Always 0.00% 0
Total 2
Weighted Average 4.00
15 / 25

Q16 I create a classroom climate of respect and rapport in which my students feel emotionally safe.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
16 / 25
Q17 I create a classroom climate of respect and rapport in which my students feel physically safe.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
17 / 25

Q18 I make positive curriculum choices focused on student outcomes.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
18 / 25

Q19 I model the behaviors I want my students to exhibit.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
19 / 25

Q20 I reflect on my practices as an educator regarding social and emotional learning competency.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 2
Total 2
Weighted Average 5.00
20 / 25
Q21 I work hard to develop my social and emotional learning competency.
Answered: 2 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 50.00% 1
Always 50.00% 1
Total 2
Weighted Average 4.50
21 / 25

Q22 How are you teaching your students to use the core competencies of social and emotional learning?
Answered: 1 Skipped: 1
This year, I don’t feel this was my strength. I tried to teach core competencies and character skills explicitly, but I think next year I’m going to try talking about character's character traits through literature next year because I don’t think I successfully got buy in.
22 / 25

Q23 How has implementing social and emotional learning impacted your class?
Answered: 1 Skipped: 1
Unfortunately, I don't think it helped in a positive way during this year's implementation. I think teaching it explicitly got kids to at least pretend to think it was not important or that they didn't care. It was the hardest part of the class and the place I faced the most resistant.
23 / 25

Q24 What is the most essential activity or professional development workshop needed in order to effectively implement and teach social and emotional learning?
Answered: 1 Skipped: 1
I need examples of how to have more sneaky conversations about SEL, things that are less explicit, or strategies for responding to push back and resistance.
24 / 25

Q25 What areas of concerns do you have with implementing and teaching social and emotional learning?
Answered: 1 Skipped: 1
I don’t know and want to see research on the explicit instruction and how it actually makes it work.
25 / 25
Appendix S

Integrating SEL for Teachers SurveyMonkey
Teacher Survey Responses August/September 2018

Q1 Which grade level do you teach? Check all that apply.
Answered: 5 Skipped: 0
Total Respondents: 5
6th 60.00% 3
7th 40.00% 2
8th 40.00% 2
1 / 25

Q2 I understand how levels of my energy impact the classroom climate.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 40.00% 2
Always 60.00% 3
Total 5
Weighted Average 4.60
2 / 25

Q3 I understand how levels of students’ energy impact the classroom climate.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 40.00% 2
Always 60.00% 3
Total 5
Weighted Average 4.60
3 / 25

Q4 I teach my students the life-long learning tools to relax.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 80.00% 4
Usually 0.00% 0
Always 20.00% 1
Total 5
Weighted Average 3.40
4 / 25
Q5 I teach my students the life-long learning tools to focus.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 20.00% 1
Usually 60.00% 3
Always 20.00% 1
Total 5
Weighted Average 4.00
5 / 25

Q6 I teach my students the life-long learning tools to be present.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 20.00% 1
Always 80.00% 4
Total 5
Weighted Average 4.80
6 / 25

Q7 I provide structure and effectively communicate procedures with students daily.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 60.00% 3
Always 40.00% 2
Total 5
Weighted Average 4.40
7 / 25

Q8 I provide structure and effectively communicate protocols with students daily.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 20.00% 1
Usually 40.00% 2
Always 40.00% 2
Total 5
Weighted Average 4.20
8 / 25
Q9 I provide structure and effectively reinforce boundaries with students daily.  
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 60.00% 3
Always 40.00% 2
Total 5
Weighted Average 4.40
9 / 25

Q10 I articulate clear, reasonable expectations for my students. 
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 40.00% 2
Always 60.00% 3
Total 5
Weighted Average 4.60
10 / 25

Q11 I manage my classroom with consistency. 
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 20.00% 1
Usually 80.00% 4
Always 0.00% 0
Total 5
Weighted Average 3.80
11 / 25

Q12 I manage my classroom with fairness.  
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 20.00% 1
Usually 40.00% 2
Always 40.00% 2
Total 5
Weighted Average 4.20
12 / 25
Q13 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about learning.

Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 40.00% 2
Usually 40.00% 2
Always 20.00% 1
Total 5
Weighted Average 3.80
13 / 25

Q14 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about behavior.

Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 40.00% 2
Usually 0.00% 0
Always 60.00% 3
Total 5
Weighted Average 4.20
14 / 25

Q15 I honor the social and emotional learning needs of my students by including the components of social and emotional learning in my curriculum.

Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 80.00% 4
Always 20.00% 1
Total 5
Weighted Average 4.20
15 / 25

Q16 I create a classroom climate of respect and rapport in which my students feel emotionally safe.

Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00%0
Usually 40.00% 2
Always 60.00% 3
Total 5
Weighted Average 4.60
16 / 25
Q17 I create a classroom climate of respect and rapport in which my students feel physically safe.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 40.00% 2
Always 60.00% 3
Total 5
Weighted Average 4.60
17 / 25

Q18 I make positive curriculum choices focused on student outcomes.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 0.00% 0
Always 100.00% 5
Total 5
Weighted Average 5.00
18 / 25

Q19 I model the behaviors I want my students to exhibit.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 60.00% 3
Always 40.00% 2
Total 5
Weighted Average 4.40
19 / 25

Q20 I reflect on my practices as an educator regarding social and emotional learning competency.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 0.00% 0
Usually 20.00% 1
Always 80.00% 4
Total 5
Weighted Average 4.80
20 / 25
Q21 I work hard to develop my social and emotional learning competency.
Answered: 5 Skipped: 0
Never 0.00% 0
Rarely 0.00% 0
Sometimes 20.00% 1
Usually 20.00% 1
Always 60.00% 3
Total 5
Weighted Average 4.40
21 / 25

Q22 How are you teaching your students to use the core competencies of social and emotional learning?
Answered: 4 Skipped: 1
This year, I don’t feel this was my strength. I tried to teach core competencies and character skills explicitly, but I think next year I’m going to try talking about character’s character traits through literature next year because I don’t think I successfully got buy in. This is typically something we discuss when incidents have happened or when it appears that an intervention is needed before an incident occurs. When students are accusing each other of things, we create safe spaces for each person to be heard so they can deal with what they are feeling rather than spending their time on accusations. I ask the students to think through how their actions will affect the classroom as a whole. We also spend time discussing whether we are prepared for the class that day (if I can sense that they might not be), and we deal with their emotions before we consider the lesson at hand. These are a few examples.

Students always know they are cared for and loved in my classroom. I take the time to connect with my students on whatever level they are open to connecting on, and use that to reinforce SEL skills throughout the year.

I model behavior and we discuss correct choices in scenarios - using the abstract of novel discussion.
22 / 25

Q23 How has implementing social and emotional learning impacted your class?
Answered: 4 Skipped: 1
Unfortunately, I don’t think it helped in a positive way during this year's implementation. I think teaching it explicitly got kids to at least pretend to think it was not important or that they didn’t care. It was the hardest part of the class and the place I faced the most resistant.

It sometimes gives me the chance to bring more people into partnership as a community of learning in which everyone is invested in helping the others learn more effectively. It also allows me to be both the guide and a comforting voice when they clearly need someone to give boundaries while empathizing. The students
know there are expectations, but they also know they matter.

My classroom is a supportive, welcoming, and fun environment for my students.

I believe they are able to be more aware of what they are doing and how it affects others.

23 / 25

Q24 What is the most essential activity or professional development workshop needed in order to effectively implement and teach social and emotional learning?
Answered: 4 Skipped: 1
I need examples of how to have more sneaky conversations about SEL, things that are less explicit, or strategies for responding to push back and resistance.
I would say that helping the students set goals and deliberately making the environment feel physically safe would be two good PD sessions.

For me, it was experience. The more time I spent in my classroom, the more I realized that it was genuine connections that helped me control the class. When I know where every student is at emotionally, it helps me tailor my class so that each student succeeds. This has always been more effective than traditional scripted classroom management.

The teacher him or herself needs to be self aware and seek that out independently.

24 / 25

Q25 What areas of concerns do you have with implementing and teaching social and emotional learning?
Answered: 4 Skipped: 1
I don't know and want to see research on the explicit instruction and how it actually makes it work.

My main concern is with my own blind spots - I don't know what I don't know, and it would be good to be proactive with the areas of concern above.

None.

None.

25 / 25
Appendix T
Additional Comments Teacher Surveys (June and August/September) 2018

Q1 Which grade level do you teach? Check all that apply.

Additional Comments:
None

Q2 I understand how levels of my energy impact the classroom climate.

Additional Comments:
One of my favorite quotes about teaching reminds me that I control the "weather" in my classroom. My energy and attitude is a huge influence (which is scary because teachers aren't perfect).

I have my off days, but I am mostly aware of this.

6th graders feed off of the energy in the classroom. Sometimes this is led by the students themselves, but usually, it's on me to provide that positive energy. Once the students know I'm bought in and ready to teach, they're ready to learn.

I notice that I can calm or energize students based on the levels of energy of the kids of energy I transmit.

Q3 I understand how levels of students' energy impact the classroom climate.

Additional Comments:
What students bring to class matters a lot - the last conversation they have before they walk into my door influences the first thing they do in my room.

I can definitely sense this regularly.

Like I said above, the students' energy, when directed in a positive manner, affects the class at large.

Sometimes I am able to spot students who are not feeling well emotionally or energetically, and other times I am too focused on getting through the lesson. This is something I am aware of and work to improve on.

Q4 I teach my students the life-long learning tools to relax.

Additional Comments:
I have taught stress relief stuff like exercise, taking a walk to cool off, eating well, sleeping, etc.

I can definitely improve with this.
6th grade isn't just learning about how to learn at the MS level, it's also important to give them the tools to relax. I teach mindfulness and meditation in my History class, it's just another tool to help them get their mind right before they study.
I need to work towards doing more mindfulness and relaxation techniques in class - as well as making sure to teach them why they are beneficial for the brain.

**Q5 I teach my students the life-long learning tools to focus.**

Additional Comments:
This is something I feel that I emphasize.

Class is always focused and purposeful.

**Q6 I teach my students the life-long learning tools to be present.**

Additional Comments:
I am trying to teach them how to listen to each other, to ask each other meaningful questions, and to reflect on life.

Definitely

I like to call names of students circulate to make sure they are being in the room with me, and I have them place their cell phones in a charging stations at the beginning of class.

**Q7 I provide structure and effectively communicate procedures with students daily.**

Additional Comments:
I make mistakes, but this is typically true for me.

Structure is often an area where I often struggle, but helps keep the class on track if there is a distraction.

I can see my students are able to understand lessons and execute them as I intend them to do.

**Q8 I provide structure and effectively communicate protocols with students daily.**

Additional Comments:
I can improve in this area.

**Q9 I provide structure and effectively reinforce boundaries with students daily.**

Additional Comments:
I am typically good with this.

Shared boundaries are the most essential part of a healthy 6th grade classroom. These are physical and emotional boundaries, and they often determine how
comfortable a student is in the classroom.

Q10 I articulate clear, reasonable expectations for my students.

Additional Comments:
Yes

Q11 I manage my classroom with consistency.

Additional Comments:
I try! But I am not perfectly consistent.

I can be more careful about this.

Q12 I manage my classroom with fairness.

Additional Comments:
I think 6th graders might say I hold different standards for boys and girls. I think that might come from trying to be consistent and the boys having more encounters with consequences.

Yes

Fairness versus equality is something I reflect on, often.

Q13 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about learning.

Additional Comments:
This could be reemphasized in PD.

While this is often reserved for skills class, I still encourage my students to set goals that will help them improve and track that improvement.

Q14 I encourage my students to make decisions about their own learning by setting tangible, explicit, and meaningful goals about behavior.

Additional Comments:
Yes

Q15 I honor the social and emotional learning needs of my students by including the components of social and emotional learning in my curriculum.

Additional Comments:
I do this less systematically.
Q16 I create a classroom climate of respect and rapport in which my students feel emotionally safe.

Additional Comments:
I just need to be careful about stopping issues before they arise.

I was surprised to get some feedback that said the opposite last year. I think my sense of humor needs to be softened, something I watch myself doing.

Q17 I create a classroom climate of respect and rapport in which my students feel physically safe.

Additional Comments:
This is something where I believe I could be more deliberate about guaranteeing this - suggestions would be appreciated.

Musical chairs and other activities sometimes turn my class into a bit of a free for all, but for the most part, students always feel safe in my classroom.

Q18 I make positive curriculum choices focused on student outcomes.

Additional Comments:
Yes

Q19 I model the behaviors I want my students to exhibit.

Additional Comments:
I make mistakes, but generally I do this daily.

Q20 I reflect on my practices as an educator regarding social and emotional learning competency.

Additional Comments:
Yes

I always want my students to learn about social and emotional learning - so I work to understand more and weave it more into my curriculum through themes and activity choices.

Q21 I work hard to develop my social and emotional learning competency.

Additional Comments:
I could do more.
Appendix U

Curriculum Vitae

Dorothy F. Scrutchin

A highly effective and experienced educator who strives to be a transformational leader who is a strong, efficient manager as well as a collaborative team builder. It is my professional and personal desire to have an impact on educating the whole individual in order to achieve future greatness.

Education

Houston Baptist University, Houston, Texas
Doctor of Education in Executive Educational Leadership; 2016-2019

University of Saint Thomas, Houston, Texas
Master of Education: Educational Leadership; 2010-2012

Saint Edward's University, Austin, Texas
Bachelor of Business and Management: Magna Cum Laude
Graduate of the University Honors Program; 1995-2000

Experience

Chinquapin Preparatory School, Highlands, Texas 2008
Lead Administrator, Head of Middle School, Fine Arts Director

Fredericksburg Christian School, Fredericksburg, Texas August 2003-July 2008
Lead Instructor

Academics Plus, Houston, Texas August 2000-July 2003
Director of Program Instruction

Greater Austin Chamber of Commerce, Austin, Texas August 1998-August 2000
Teen Leadership Austin Coordinator

Saint Edward’s University, Austin, Texas August 1995-August 1998
Community Mentor Program Reading Instructor

Certifications and Awards

Instructional Leadership Development (ILD) certified May 2011
Professional Development and Appraisal System (PDAS) certified July 2011
Kappa Delta Pi Honors Society 2017
Academy for Social-Emotional Learning in Schools: SEL 101 2017
Doctoral Organization of Community and Service (DOCS)
   Founding President Award 2019
Presentations

Professional Development, Conferences, Workshops and Seminars
Employee Conflict Resolution; Diversity and Student Leadership Training; Southwestern Black Student Leadership Conference; Team Building; Standardized Testing Procedures and Guidelines; Toastmasters Leadership Institute and Training; Powerful Learning Project (PLP) Building 21st Century Skills in Education; Fundamentals of Coaching; First Aid for Coaches; Fundamentals of Coaching Track and Field; MindStreams: Technology Symposium; Campus Safety, Policy, and Procedures including: school safety during fires, storms, bus safety, and containment, sexual harassment at the workplace, student/teacher interactions and professional guidelines; What Matters Most Conference; School Law Association Seminar; Texas Teachers Pedagogy and Professional Responsibilities (PPR) Seminar; Texas Association of Private and Parochial Schools (TAPPS) Fine Arts Director Training; Texas Alliance of Accredited Private Schools (TAAPS) Conference, Texas Council of Women School Executives (TCWSE) Conference; Empathy Advantage (Dr. Michele Borba); The Ethics of Special Education Leadership: Doing What Is Right for the Student; CharacterStrong (John Norlin, Houston Kraft, and Kelby Kilburn); Teaching Tolerance: What is White Privilege, Really?; MindSpark; and Juice Plus+Live Leadership Sacramento April 2019